

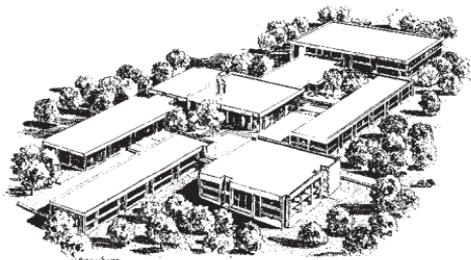


38th
Cape Cod
Institute®

June 19 - August 25, 2017

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**Cape Cod
Institute®**

Director: Gilbert Levin, Ph.D.
Professional Learning Network, LLC

Fran Johnston



Frances Johnston, Ph.D., is Founder of Teleos Leadership Institute and an ICF Professional Certified Coach (PCC). She is a world-renowned scholar-practitioner, researcher, and co-author of the Harvard Business Press book, *Becoming a Resonant Leader*. Over the course of her 20+ year career, she has become a trusted mentor and advisor to C-level executives and top teams across a broad range of organizations and sectors—including many of the world's biggest and most well-known companies. She has also worked with the United Nations Development Programme and consulted to government leaders around the globe on issues of inclusion, post-conflict organizational development, and community leadership.

Fran's fascination with group development and deep commitment to organizational growth enables her to create real connections with those she serves and catalyze transformational change in large systems. She's done it worldwide in a variety of complex contexts and approaches, including: 6,000 business line leaders in a global energy company; 1,000 community and government leaders in post-Khmer Rouge Cambodia; 50 physician leaders in a regional health system; 25 managers of her local food co-op; and with one incredibly competitive Division I college basketball coach. Fran sees the potential of any group or individual to make a difference and change the world.

The world is changing, building and sustaining positive relationships is more important than ever. In this workshop, Dr. Johnston will guide you on a journey of discovery of self-awareness, resonant relationships, and leading change in our chaotic and often stressful world. Through exciting and meaningful activities, Fran will support your learning and exploring of personal values and beliefs and delving deeply into what matters most to you—your noble purpose and impact on the people you care about.

Through reflection and dialogues you will come to better understand the meaning of positive relationships and how they exist in all that we do in our personal life and work life. Relationships live and breathe in our existence and through positive relationships we are able to become better leaders for teams, organization and ourselves.

You will also explore the power that each one of us has at our fingertips, if only we explore and learn to really use our strengths, talents and gifts. You will learn how to rely on your emotional intelligence to guide you through the labyrinth that is life today, and how to create resonant relationships even in the midst of pressure and conflict. The workshop will help you to renew yourself, while connecting deeply with like-minded and wonderful people who are inspired to have a positive impact on the future of our world.

Together we will collectively learn to become resonant leaders and create a community to inspire others to do the same. From our experience we can learn and create the knowledge and positive energy that the world needs now. Each one of us, in our own way, can then go make the world a better place.

This workshop is designed for consultants, coaches, therapists and adult learners—talented people who have a wealth of experiences, insights about leadership, and ideas about how to build resonance relationships in their communities, organizations, and families. Sessions will include reflection, assessments, group dialogues, and short discussions on research in leadership, neuroscience, psychology, emotional intelligence, and organizational culture. The entire workshop will be highly interactive and participant-centered. Fran will work with each person and the group as a whole to create a powerful learning community that focuses on everyone's growth and development as a community and individually.

Monday

The Rules Have Changed

- Making connection and building a learning community: Holistic self and community building—Experiential Activities
- Resonant Leadership: Emotional intelligence within self and with others—Dialogues and Reflection
- Explore positive emotions and how they inspire and soothe us.

Tuesday

Finding Purpose and Passion in Life and Work

- Vision and Hope: How hope and vision guide us today—Charting Personal Paths
- Values: Experiential exploration of how our values develop, how they serve us or don't—Assessments

Wednesday

Seeing the World Through New Eyes

- How I See the World: Information and dialogues on lenses through which we view self and others—Group Learning
- Clear and Cloudy Mirrors: Perceptions and biases that help and hurt—Role Plays and Assessments
- Living with Projections and Defenses: Reflections

Thursday

Start with Our Strengths

- I Am Strong and Beautiful—Cognitive and emotional strengths that help us move toward our vision—Creative Work and Dialogues
- What You See in Me: How to gather data about one's self—Leadership
- Self Study

Friday

Finding Our Power

- Vision, Purpose, and My Future: Painting a picture of a future that works—Dialogues and Writing
- Finding the Strength—Meditations and Reflection

NJ ASWB - Application has been made for 15 General CE hours.

**Resonant Leadership: Purpose, Passion, and Power:
Creating Resonance in Your Life as a Leader**



Joe Kort, Ph.D., LMSW is a private practitioner in Royal Oak, Michigan, specializing in individual, couples and group psychotherapy for gay and straight clients. He's a sex and relationship therapist and the author of *10 Smart Things Gay Men Can Do to Improve Their Lives* and *10 Smart Things Gay Men Can Do to Find Real Love* and *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide* and *Is My Husband Gay, Straight or Bi: A Guide for Women Concerned About Their Men*.

Join international speaker, author and expert on LGBTQ issues Dr. Joe Kort as he equips you with the right tools and information to more effectively counsel your lesbian, gay, bisexual, transgender and questioning clients and couples. Through case examples and plenty of humor, you will gain a better understanding of the modern LGBTQ culture, keep abreast of how younger clients are identifying in a more sexual and gender fluid way and learn to target the trauma associated with growing up in the closet and how minority stress affects one's personality and mental health. You will learn specific strategies to better treat the unique challenges your client may be facing such as:

- internalized homophobia and LGBTQ shame
- non hetero-normative sexual behaviors and practices
- trauma and abuse from growing up LGBTQ the difficult process
- helping clients through the stages of coming out

Dr. Kort will also help you avoid the common mistake of believing “a couple is a couple” and treating LGBTQ couples the same as their heterosexual counterparts. He will address the unique relationship dynamics of a same gendered couple and give you practical tools for their therapeutic progress. Most LGBTQ couples and individuals leave their straight therapist and hire a gay therapist due to lack of information and education by the straight therapist.

IT'S NOT ENOUGH TO BE LGBTQ-FRIENDLY.

The fact is, even the best-intentioned therapists have some level of homophobia to overcome. From birth, heterosexist culture imprints us to think that heterosexuality is primary, and that any other orientation is inferior.

- Avoid the top mistakes therapists make
- Become the go-to therapist in your community
- Be on top of the up-to-date language and terms

In this workshop you will learn to be culturally competent with your LGBTQ clients and be able to help them around issues of sex, coming out, growing up LGBTQ, Bisexuality, Transgender, mixed orientation relationships, gender fluidity and

sexual fluidity. You will learn to avoid mislabeling a client and using terminology that is offensive to them.

Monday

- Trauma of Growing Up LGBT contributing to PTSD
- Identify Internalized Homophobia and Gay Shame
- Covert Cultural Sexual Abuse and its effects on LGBT
- Recognize developmental insults and wounding from growing up LGBT

Tuesday

- Six Distinct Stages of Coming Out and Treatment Implications for teenagers and adults
- Stigma and its impact on mental health from childhood to adulthood: 6 distinct stages with interventions
- Navigate the 3 phases of coming out to avoid isolation and alienation

Wednesday

- Working with modern LGB Couples and Mixed Orientation Relationships
- Dynamics of a same gendered couple including vulnerabilities and strengths
- Coming out discrepancy causing turbulence for couples
- Open relationships in gay male couples
- Specific stages of coming out as a mixed orientation couple
- Specialized treatment programs for the straight spouses
- Helping LGBTQ spouse integrate their identity into their mixed orientation relationships
- Learn how to identify which couples will succeed and which won't

Thursday

- Understanding Transgender Teens and Adults
- Overcome the knowledge barrier
- Avoid using outdated treatment plans
- Learn and differentiate correct terms such as gender queer, gender fluid and cisgender
- Strategies to help your client tell their partner, families, friends and employers
- Tips to discuss hormone treatments and surgical procedures
- Crucial points for transgender teens medically and psychologically and how to create best treatment plan

Friday

- Sexual Fluidity: Correct terminology and Understanding
- Cultural Competency of LGBT Sexuality and Language varieties of sexuality
- Protect the client from your own biases and assumptions

Approved for 15 Clinical hours by NJ ASWB

LGBT and Questioning Clients: Clinical Issues for the Therapist, Straight or Gay



Deborah L. Plummer, Ph.D., is a psychologist and nationally recognized diversity thought leader. As Chief Diversity Officer at UMass Medical School and UMass Memorial Health Care, she shapes and leads the academic health sciences center's embrace of diversity as fundamental to its institutional excellence. As Professor, Departments of Psychiatry and Quantitative Health Sciences, she continues research on racial identity development and cross-racial friendships while facilitating classes on cultural competence in healthcare and strategies for reducing health disparities.

Deborah is the founding director of a graduate degree program in diversity management, and maintained a private practice for twenty years treating individuals, couples and families.

As consultant and founder of D.L. Plummer & Associates, a firm specializing in diversity management and organizational development, Deborah worked successfully with over seventy international and national corporations including Fortune 500 companies, hospital systems, community mental health agencies, public and private school systems, and faith-based institutions, developing diversity strategic plans, facilitating diversity training and conducting organizational development consultations.

Deborah is the editor of the *Handbook of Diversity Management* (Rowman and Littlefield) and author of *Advancing Inclusion: A Guide for Effective Diversity Council and ERG Membership* (Half Dozen Publications) and *Racing Across the Lines: Changing Race Relations through Friendships* (Pilgrim Press), which received the Mayflower Award for best publication in the category of Church and Society. She has authored several book chapters and published numerous journal articles to the professional community on racial identity development and managing diverse work environments. She is the lead author in the design and development of the Diversity Engagement Survey (DES), a tool for measuring diversity and inclusion in organizations, and has written for *Diversity Executive* and *Boston Globe Magazine*. She is an avid blogger and contributing writer for the Huffington Post, has been featured in media outlets such as Boston Globe, New England Psychologist, Diversity Inc., Smart Business, Cleveland Plain Dealer, and served as an expert commentator for WEWS Cleveland News Channel 5.

With the aftermath of an atypical presidential election season focused on gender, age and race issues, the public struggle between advocates of religious liberties and advocates for LGBT equality, and events such as the Black Lives Matter movement and campaigns for hiring more people with disabilities, we can be confident that diversity issues will not be relegated to obscurity. Technological advances have allowed us to get our information from customized sources tailored to align with what we want to know, understand and believe, making it increasingly challenging to build coalitions and advance inclusion toward the benefit of all.

Critically important to the inclusion effort are diversity practitioners, OD consultants, psychologists, educators, and health and mental health professionals who act as informed diversity leaders, transformative change agents and compassionate healers capable of building inclusive organizations and peaceful communities.

We will explore the impact of five trends (globalization, domestic tension, innovation, transformation, and technological impact), learn five skills sets to practice (marrying intention and impact, holding multiple realities, moving from certainty to curiosity, using privilege as a life skill, managing unconscious bias) and move toward five actions (addressing what will happen if I do nothing, taking diversity seriously, making quality decisions, linking metrics to goals, creating learning communities).

Through engaged conversations, interactive exercises and critical examination of societal trends through the lens of diversity frameworks, participants will enhance their diversity competencies and learn strategies for effectively navigating our complex, multicultural society.

Monday

Defining inclusion and examining strategies for managing its creative tension.

Tuesday

Examining the impact of global diversity trends on the work of inclusion: changing face of America, advancement of women, life/work integration, faith and spirituality, activist consumers, networked economy, demand for advanced education.

Wednesday

Communicating effectively across differences: balancing intention and impact; holding multiple realities, identities and perspectives; moving from certainty to curiosity; using privilege as a life skill; and making quality decisions.

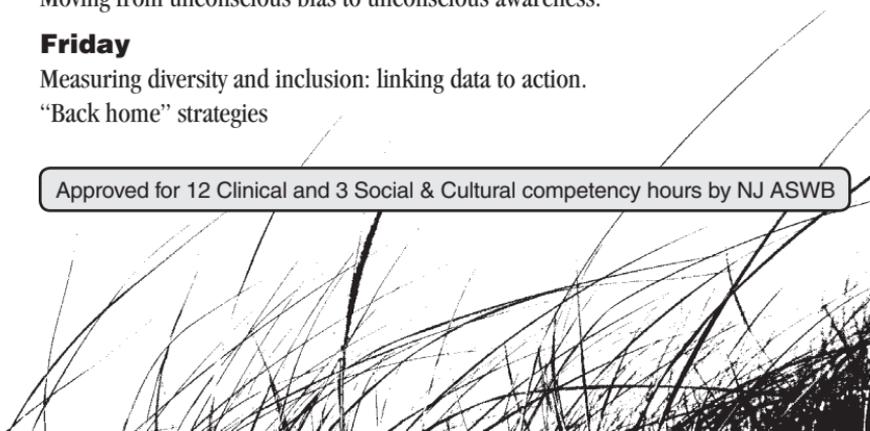
Thursday

Moving from unconscious bias to unconscious awareness.

Friday

Measuring diversity and inclusion: linking data to action.
“Back home” strategies

Approved for 12 Clinical and 3 Social & Cultural competency hours by NJ ASWB





Linda Graham, M.F.T., has a full-time private psychotherapy practice in the San Francisco Bay Area and leads trainings internationally on the emerging integration of relational psychology, mindfulness, and neuroscience. She is the author of *Bouncing Back: Rewiring Your Brain for Maximum Resilience* (New World Library, 2013) and publishes a monthly e-newsletter, *Healing and Awakening into Aliveness and Wholeness*, archived at www.lindagraham-mft.net.

Dealing effectively with challenges and crises in life is the core of resilience and well-being. Helping clients develop flexible and adaptive strategies for coping with everyday disappointments and extraordinary disasters is the heart of the therapeutic process. Helping clients harness the brain’s own mechanisms of change to rewire coping strategies that are defensive, dysfunctional, and blocking of growth, and to encode new more flexible patterns of response, is the focus of this workshop.

Modern neuroscience is teaching us how to use the brain’s innate neuroplasticity to rewire coping behaviors, even when they are seemingly “stuck” and intractable. Clinicians will learn through didactics, experiential exercises, and group discussions which tools and techniques of brain change best help clients use their own self-directed neuroplasticity to: reverse the impact of stress and trauma; regulate surges of emotions to come out of anxiety, depression, grief, loneliness, guilt, and shame; deepen the self-compassion and empathy that connect them to their inner resources; overcome resistance and strengthen the resonant relationships that foster the perseverance that develops resilience; and shift their perspectives through mindful awareness and reflection to discern options and make wise choices.

Participants will learn to apply these tools and techniques, which underlie the therapeutic modalities they are already familiar with – Internal Family Systems, Sensorimotor Psychotherapy, AEDP, DBT, EFT – to four intelligences - somatic, emotional, relational, reflective - and recover the natural resilience that supports well-being and flourishing. Clinicians will also learn to apply these tools to their own brain care as self-care to avoid compassion fatigue and burnout.

Monday

Basics of Neuroscience of Resilience

- Evolutionary context
- Impact of attachment conditioning, including early developmental trauma, on brain functioning and resilience

- The power of lifelong neuroplasticity and neural deconsolidation–reconsolidation to create new neural pathways and rewire traumatic memories
- Executive functions of the pre-frontal cortex–the brain’s CEO of resilience
- Practices that accelerate brain change

Tuesday

Somatic Intelligence

- Body-based tools to regulate the nervous system and automatic survival responses, antidote the brain’s negativity bias, manage surges of emotions and prime the brain’s plasticity-receptivity to learning
- Use of the brain’s neurotransmitters generate the neuroception of safety and return the body-brain to its natural physiological equilibrium

Wednesday

Emotional Intelligence

- Practices to cultivate positive emotions and positivity portfolios that create a “left shift” in the brain, strengthening the brain’s “approach” stance toward learning
- Use neural deconsolidation-reconsolidation to heal toxic shame and retire the inner critic
- Exercises to manage signal anxiety when facing the new or the unknown; “do one scary thing a day” to recondition the brain toward openness to new learning and coping

Thursday

Relational Intelligence

- Teach clients to activate their brain’s resonance circuit to strengthen their internal secure base and create the conditions for therapeutic change
- Teach clients skills of social engagement and resonant relationships–setting limits and boundaries, repairing ruptures, resolving conflicts, negotiating change–that allow them to navigate their world with skill and love

Friday

Reflective Intelligence

- Practices of mindfulness–reflective awareness–that strengthen the brain’s response flexibility that leads to therapeutic change
- Focused attention to pause, notice, and name
- Mindful reflection to step back, disentangle, unpack thoughts, emotions, belief systems, states of being
- Monitor and modify to shift perspectives, discern options, choose new responses wisely
- Epiphanies to discover the essential goodness of our true nature
- Learning model of creating procedural competencies
- Create the coherent narrative that leads to post-traumatic growth



Rubin Naiman, Ph.D., is a psychologist, clinical assistant professor of medicine and the sleep and dream specialist at the University of Arizona's Center for Integrative Medicine, directed by Dr. Andrew Weil. He is the leader in the development of integrative medicine approaches to sleep and dream disorders, integrating conventional sleep science with depth psychological and spiritual perspectives.

Dr. Naiman is the author of a number of groundbreaking works on sleep, including *Healing Night*, *Healthy Sleep* (with Dr. Weil) and *The Yoga of Sleep*, as well an upcoming book, *Wild Sleep and Dreams*. Dr. Naiman also blogs for Huffington Post and Psychology Today. His presentations have been described as "brilliant," "magical," "truly creative," and "simply outstanding." (See www.DrNaiman.com.)

Mental health is not just a matter of waking life. Sleep loss, the most prevalent health concern in the U.S. today, has been strongly linked to anxiety, depression, obesity, and illness. Although mental health professionals routinely encounter insomnia in their practices, few are adequately prepared to address it.

Join world-renowned sleep and dream expert Dr. Rubin Naiman for a uniquely informative clinical and consciousness-enhancing experience. This comprehensive program addresses insomnia from a body, mind, and spirit perspective, integrating complementary and alternative medicine, cognitive-behavioral interventions, and Jungian/archetypal approaches. Through engaging presentations, in-depth discussions, and personal practices, participants can expect to gain a rich and practical understanding of sleep and dreams to better help their clientele as well as themselves.

Monday

An Integrative Approach to Sleep and Dreams

- Objectives, outline and approach
- Sleep and dream loss: the night fever model
- Sleep loss, inflammation, physical and mental health

The nature of sleep and dreams

- We don't get sleep because we don't get sleep
- The science of sleep and REM sleep
- Rhythms: the power of when

Tuesday

The Big Picture: Cultural Factors Shaping Our Sleep

- The suppression of night, darkness and melatonin
- The industrialization of everyday life
- Our addiction to waking: counterfeit energies and resistance to rest

Understanding and Evaluating Major Sleep Disorders

- Screening and evaluation of sleep and dreams
- The presentation and etiology of insomnia
- Personal evaluation: describe your “night stand”

Wednesday

Healing Sleeplessness and Insomnia

- The Noise Reduction Model: taking & letting go of something to sleep
- Sleeping pill alternatives: botanicals, nutraceuticals, melatonin
- Managing body, mind and bed ‘noise’

Managing Body and Bed Noise

- The body in sleep: gravity, heat, rest practices, stimulus control
- The princess and the pee: what really wakes us up at night? (+OSA/snoring)
- Your sleep environment: beds, bedding and bedrooms

Thursday

Managing Mind Noise

- Thoughts, beliefs and meta-cognitions around sleep (CBT-I)
- A non-violent approach to night, sleep and dreams
- Sleeping together: the night side of relationships

Re-Writing Our Bedtime Story

- The art of spiritual surrender
- Where do you go when you go to sleep?
- Falling in love with sleep again

Friday

Understanding Dreams and Dreaming

- Dream interpretation, relation and healing
- Bad dreams, nightmares and shadow work
- The waking dream: re-enchanting everyday life

The United States of Consciousness: Sleep & Dream Lessons for Waking

- Braid Theory: toward a unified consciousness:
- What is consciousness?
- On becoming practically conscious

NJ ASWB - Application has been made for 15 General CE hours.



Bessel van der Kolk, M.D., is a clinical psychiatrist who has studied the impact and resolution of trauma on human beings for the past 30 years. His research has ranged from the developmental impact of trauma to neuroimaging and from memory processes to the use of EMDR and theater groups in PTSD. He is professor of psychiatry at Boston University School of Medicine and medical director of the Trauma Center in Boston, where he also serves as director of the National Center for Child Traumatic Stress Community Practice Site. He is past president of the International Society for Traumatic Stress Studies. He has taught at universities and hospitals throughout the world. He is author of over a hundred scientific articles and several books, including the current best-selling *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*.

Most people who seek psychiatric care have histories of trauma, chaos, or neglect. The past two decades have seen an explosion of knowledge about how experience shapes the brain and the formation of the self. This evolving science has had profound implications for our understanding of what constitutes effective intervention. Sadly, most of the knowledge about how trauma affects the brain and the development of the entire human organism remains to find its way into the curricula of professional schools.

Advances in the neurosciences, attachment research, and information processing show how brain function is shaped by experience and that life itself can continually transform perception and biology. The memory imprints of trauma(s) are held in physical sensations, bodily states, and habitual action patterns. This causes the entire human organism to continuously react to current experiences as a replay of the past.

The earliest form of trauma treatment was to tell other people the story of what had happened and to find support and validation. However, validation, insight, and understanding are rarely enough to deal with unspeakable, intolerable, and unacceptable traumatic experience. Trauma causes people to remain trapped in the past by leaving deep, ongoing imprints on the entire organism—from their immune systems to their internal physical rhythms. Neither words nor compassion suffice in accessing these deep imprints on body and brain. To overcome the tyranny of the past one needs to learn to befriend one's damaged inner world and learn to deal with initially overwhelming sensations and arousal levels. Hence, recovery requires facing the imprint of trauma on the self as helpless, enraged, betrayed, ashamed, and endangered. Healing involves dealing with the defensive efforts that helped ensure survival, but that now keep people

stuck. The cultivation of a deep sense of physical safety and physical mastery is a prerequisite for initiating new ways of perceiving reality and promoting new behavior patterns, and requires effective ways to deal with the fragmented memories of the past.

Recovery means bringing the traumatic experience to an end in every aspect of the human organism. In this course we will explore the role of yoga, mindfulness, rhythms, EMDR, neurofeedback, sensorimotor therapy, martial arts, Internal Family Systems Therapy, and theater to help mind, brain, and body to live fully in the present, rather than staying trapped in the traumatic past.

Monday

Trauma and developmental psychopathology. The acquisition of affect regulation, attachment, and psychopathology. The breakdown of information processing in trauma.

Tuesday

Affective neuroscience for thoughtful clinicians. The nature of the threat response, attention, and concentration. Lessons from neuroimaging and psychophysiology.

Wednesday

Recognition and treatment of survival action patterns. Assessment, treatment planning, stabilization techniques, and trauma processing. Neural plasticity and rewiring brain circuitry.

Thursday

Specific stabilization and trauma processing techniques, including EMDR, touch, yoga, improvisational techniques, chi qong in the treatment of learned helplessness and dissociation.

Friday

From fight/flight to being alive to the present—integration of traumatic memories, including group and theater approaches.

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Ronald J. Frederick, Ph.D., is a licensed psychologist whose career has focused on the transforming power of emotional and relational experience. He is a Founding and Senior Faculty member of the AEDP Institute, co-founder of the Center for Courageous Living in Beverly Hills, CA, and author of the book *Living Like You Mean It* (Jossey-Bass, 2009). Extensively trained by Dr. Diana Fosha, the developer of AEDP, he has been practicing and teaching AEDP for over twenty years and is actively involved in the training and supervision of psychotherapists internationally. In addition, Dr. Frederick is a certified EMDR consultant. Noted for his warmth, humor, and engaging presentation style, Dr. Frederick regularly leads workshops at the Cape Cod Institute, the Kripalu Center, and the Esalen Institute, has provided professional trainings for the Lifespan Learning Institute, CA, Professional Psych Seminars (PPS), and Premier Education Solutions (PESI), and frequently speaks to national, state, and local organizations.

The capacity to be emotionally present has been shown to increase effectiveness both in life and the work we do with our therapy clients. It is also an essential aspect of self-care and well-being and a crucial buffer against burnout. Yet, many factors can thwart our ability to be emotionally present and attuned with ourselves and others. How can we more reliably make use of our feelings to enhance our lives and clinical work?

Drawing on current findings in the areas of affective neuroscience, attachment, and neuroplasticity, “Emotional Mindfulness” provides a framework and practice through which we can more readily connect with, understand, and make optimal use of our feelings. This workshop will illustrate how our emotional range becomes constricted, but how, through a proven process of mindfully connecting and working with our emotions, we can come more fully into the present moment, engage more deeply with others, and more readily affect growth, healing, and change with our clients. In a highly experiential format, you will have the opportunity and space to learn and practice strategies to sensitize yourself to your felt experience, regulate anxiety and distress, and increase your capacity for emotional presence. Throughout, we will pay special attention to strengthening our observational self thus increasing our ability to identify and manage emotional reactions and triggers, distinguish and shift our attention between self and other experience, and maintain an open, grounded presence. We will explore ways in which we can bring our authentic selves more fully into the therapeutic encounter that can enliven, deepen, and accelerate the process.

Through lecture, demonstration, meditations, and experiential exercises you will learn powerful techniques that can easily be integrated into your life and therapy practice. You will leave this workshop with a toolkit to help transform both your life and clinical work.

We will learn how to increase your ability to be present, engaged, and make purposeful use of your emotional experience in life and in your work with clients. We will practice and explore ways to recognize how you avoid or cut yourself off from the wisdom and power of your emotions. Skills to regulate anxiety and distress and navigate emotional experiencing will be examined. The use of your felt experience to better understand clients, track the unfolding process of therapy, and guide interventions will be explored as well as how to strengthen your observational skills and ability to manage emotional triggers and reactions.

Monday

Cultivating Your Emotional Self

- The why, what, and how of emotional mindfulness.
- Recognizing, examining, and understanding the effects of your early experience on your internal emotional dynamics.

Tuesday

Increasing Awareness, Regulating Distress, and Emotional Experiencing

- Developing the skills of emotional mindfulness.

Wednesday

Cultivating Your Emotional Self in Session

- Recognizing and working with the ways in which your attachment history colors and affects your experience with clients.

Thursday

Developing Your Observing Self

- Navigating emotional reactions and triggers.

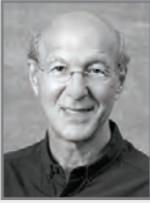
Friday

Bringing Yourself More Fully into the Therapeutic Encounter

- Increasing your capacity for emotional expression and reception.

NJ ASWB - Application has been made for 15 General CE hours.





Paul Foxman, Ph.D. has led hundreds of top rated workshops internationally, and has appeared on television and radio as an expert on the topic of anxiety. His books include *Dancing with Fear* (2007), *The Worried Child* (2004) and *The Clinicians Guide to Anxiety Disorders in Kids and Teens* (2017). He also co-authored a casebook, *Conquering Panic and Anxiety Disorders*. He is known for his knowledge and clarity, sense of humor, compassion, and engaging speaking style.

Dr. Foxman is a clinical psychologist as well as Founder and Director of the Center for Anxiety Disorders in Vermont. In 1985 he co-founded the Lake Champlain Waldorf School in Shelburne, VT, now flourishing from kindergarten through high school. He has 40 years of clinical experience in a variety of settings including hospitals, community mental health centers, schools, and private practice. His education includes Yale University (B.A. in Psychology), Peabody College of Vanderbilt University (Ph.D. in Clinical Psychology), and training at the Department of Psychiatry of Mt. Zion Hospital in San Francisco, the Kennedy Child Study Center in Nashville, and the San Francisco Psychoanalytic Institute.

Anxiety disorders are now recognized as the most common, chronic and costly emotional conditions in the United States as well as globally. The soaring trend towards anxiety has been accelerated by world events, violence in the media (including video games and even television programming directed at children), a high divorce rate and family breakdown, economic stress, a challenged school system and other stresses. These sources have produced a generation of young people susceptible to all the anxiety disorders seen in adults. Our challenge is to recognize anxiety in kids and teens, and to help them cope.

In this workshop, you will learn ways to “connect” with anxious children and teens, and inspire them to learn how to manage and even prevent anxiety. Based on adolescent brain research, the nuances of working with teens will be included. You will also acquire strategies to help anxious parents (“bulldozers,” “helicopters” and “snowplows”) be more effective in supporting their anxious children. The pros and cons of medication will be addressed. Pitfalls and strategies for high-conflict divorce cases will also be considered. In addition, you will learn what recommendations to make to schools and teachers to help manage anxiety in students.

To increase your effectiveness with the various manifestations of anxiety in children, we will address each of the following disorders with case examples and clinical vignettes:

- Separation Anxiety Disorder
- Generalized Anxiety Disorder

- Panic Disorder (with Agoraphobia)
- Obsessive-Compulsive Disorders (including skin picking and hair pulling)
- Social Anxiety Disorder (including Selective Mutism)
- Specific Phobias
- Post-traumatic Stress Disorder

Emphasis will be on creative psychotherapy using insight, cognitive-behavioral therapy, somatic focus (yoga, movement, breathing games, flow activities), mindfulness practices, medication and “nature’s remedies,” and family system interventions.

Workshop format will include multimedia presentations, lecture, discussion, and group practice of the therapy process.

Monday

- The Peter Pan story and research about therapy effectiveness applied to children and teens
- How anxiety begins in children: the positive “3 Ingredients Framework”
- 4 behavioral health recommendations for all children and teens
- “3-S Process” for teaching stress management skills
- Games, strategies and practices for regulating anxiety (e.g. “Magic Word,” mindfulness, flow activities, yoga, “Baby Buddhas” meditation for preschoolers)

Tuesday

- Recommendations for teachers and schools for managing student anxiety
- Pros and cons of medication and “nature’s remedies”
- Separation anxiety: treatment strategies including helping parents let go

Wednesday

- Generalized anxiety: why we worry and strategies for what to do instead
- Panic Disorder and Agoraphobia: treatment metaphors and interventions

Thursday

- Obsessive-compulsive Disorders: Exposure and Response Prevention (ERP)
- Strategies for Excoriation (skin picking) and Trichotillomania (hair pulling)
- Social Anxiety Disorder: self-esteem, group therapy, selective mutism

Friday

- Specific Phobias: virtual reality exposure
- Crisis Intervention for Acute Stress Disorder
- Strategies for Post-traumatic Stress Disorder

George Faller



George Faller, LMFT, is a retired Lieutenant of the NYC Fire Department, a Licensed Marriage and Family Therapist in New York and Connecticut and an Approved Supervisor for AAMFT. He is the founder and president of the New York Center for EFT (nyceft.org). As an EFT Trainer, George teaches at the Ackerman Institute for the Family in NYC, is a board member of the Porter Cason Institute for the Family at Tulane University and is the director of training at the Center for Hope and Renewal in Greenwich, CT. George also works as a marriage consultant and conference leader to the US Military, FDNY and many Wall Street executives in addition to training therapists across the U.S. and abroad. Specializing in trauma, Family EFT, and self-of-the-therapist issues, George is committed to bringing EFT to underserved populations and pushing the leading edge of EFT. George has been a featured guest on MSNBC Nightly News "People Making a Difference" with Brian Williams. He is co-author of *Sacred Stress: A Radically Different Approach to Using Life's Challenges for Positive Change* (2016).

Emotionally Focused Therapy, developed by Dr. Susan Johnson over the past 25 years, is one of the most empirically validated models of couples therapy in the world. Focusing on identifying repetitive negative patterns of interaction and replacing them with positive cycles of responsiveness, EFT provides a simple and powerful mechanism for change.

This course will expand the concepts of EFT to families and introduce exciting new ideas from George's book *Sacred Stress*. Participants will learn to apply the language of attachment to effect change with their most challenging relationships and stressful events. Making extensive use of videotapes, role plays, and experiential exercises, participants will both see and practice the skills of EFT, a model that is getting worldwide attention for its ability to create the safe haven and secure base that are emblematic of loving and durable relationships. This course includes both didactic instruction and experiential approaches, mirroring the model itself, which help clients both understand their stuck places and have a new, corrective experience in the therapy room.



Monday

Seizing the Power of Attachment To Facilitate Change

Understanding the foundations of attachment theory and working with emotions.

Tuesday

Understanding Cycles of Interdependency & the EFT Process

Learn to help each partner understand how their own feelings and behaviors unwittingly shape and are shaped by the feelings and behaviors of their partner, and learn ways to help the couple define the problem as the cycle, rather than each other.

Wednesday

Going Deeper—Helping Withdrawers & Pursuers Reach Out to Each Other through Enactments

Couples often only see the reactive behavior of the other (often angry outbursts or withdrawals) resulting in more distress and isolation, along with constricted beliefs about each other and sometimes themselves. Learn to help clients touch the underlying feelings that drive this reactivity, even when these feelings are outside their own awareness. Learn to help our clients share their deeper fears and needs with each other. Practice the skills that will help your clients learn to reach and respond.

Thursday

Learn how to use the techniques and theoretical underpinning of EFFT to understand a family's emotional dynamics, access attachment issues, and create new patterns of emotional healing.

Friday

Taking EFT Home Both Professionally and Personally

Integrate the concepts of EFT with Sacred Stress to learn how to befriend stress and use stress as a catalyst for positive change in all areas

NJ ASWB - Application has been made for 15 General CE hours.

“The content of the programs, knowledge and expertise of faculty, both head and heart. CCI continues to attract top tier teachers who are committed to helping others learn. Very impressive.”



Pat Ogden, Ph.D., is a pioneer in somatic psychology and both Founder and Education Director of Sensorimotor Psychotherapy Institute® (SPI), an internationally recognized school specializing in somatic-cognitive approaches for the treatment of posttraumatic stress disorder and attachment disturbances. She is co-founder of the Hakomi Institute, a clinician, consultant, international lecturer and trainer, and first author of *Trauma and the Body: A Sensorimotor Approach to Psychotherapy*. Her second book, with Dr. Janina Fisher, *Sensorimotor Psychotherapy: Interventions for Trauma and Attachment*, is a practical guide to integrate Sensorimotor Psychotherapy® interventions into the treatment of trauma and attachment issues. Dr. Ogden is currently developing Sensorimotor Psychotherapy® for children, adolescents and families with colleagues.

Exploring and resolving shame, especially pre-verbal, chronic shame that is not connected with autobiographical memories, has always been challenging for even the most effective therapists and clients. Shame is a painful interpersonal emotion that first develops in relationship with attachment figures. We see ourselves through their eyes, and if we perceive that they are disapproving, humiliating, ridiculing or hold us in contempt, our sense of self, bodies, emotions, thoughts and self-esteem are deeply affected. “Shame” is thought to be a derivation of an earlier word referring to “cover” as in concealing oneself. Indeed, we typically wish to hide the parts of ourselves we feel are shameful—the perceived badness, the parts that do not feel “good enough” in our own or in another’s estimation. Because shame inherently has to do with parts of the self that clients wish to disguise or conceal, they often do not readily talk about their shame for fear (implicit or explicit) of further humiliation or rejection. Therapists, sometimes because of their own shame, also might avoid bringing shame to the fore in the therapy hour. The avoidance on the part of both parties obfuscate shame itself and renders its treatment inconceivable.

This workshop explores the early roots of shame, its impact on the body and nervous system and on patterns of emotions, thoughts and beliefs. We will address the various manifestations of shame, and how shame is so often disguised and veiled, sometimes even to our clients themselves.

Foundational principles that create a therapeutic container, or atmosphere, that maximize the possibility of working through shame will be illustrated and operationalized in clinical practice. With an emphasis on the relational nature of shame, special attention will be given to the importance of the therapeutic relationship, including both implicit and explicit communication between therapist and client, to resolve shame. Since the first shameful encounters occur between the infant or young child and attachment figure primarily through non-verbal

communication, such as prosody, eye contact, and touch, we will explore the role of these in the therapy hour in terms of healing shame. The use of touch especially will be clarified including cautions, transference and countertransference, and potential benefits. A prominent feature of this workshop is to explore Sensorimotor Psychotherapy interventions that directly address the manifestations of shame in movement, posture, and gesture of the body, as well as in a dysregulated nervous system. We will look at avoidance, compensations and defenses against shame, including the flat affect and inability to connect that often accompanies chronic shame. We will also explore the physical manifestations of the antidotes to shame, such as healthy pride, self-esteem and competence. Sensorimotor Psychotherapy approaches, including the use of touch, will be illustrated through video taped excerpts of consultation sessions with clients.

Monday

- The Many Faces and Functions of Shame
- Relational Roadblocks to Healing Shame
- A Context for Healing: The Therapeutic Container

Tuesday

- Postures and Movements of Shame
- Body to Body Conversations: The Role of Movement and Touch
- Working with the Body of Shame

Wednesday

- Hiding Shame: Defenses and Compensations
- Faulty Neuroception: Exploring Shame's Nervous System
- The Role of Social Engagement in Recalibrating the Nervous System

Thursday

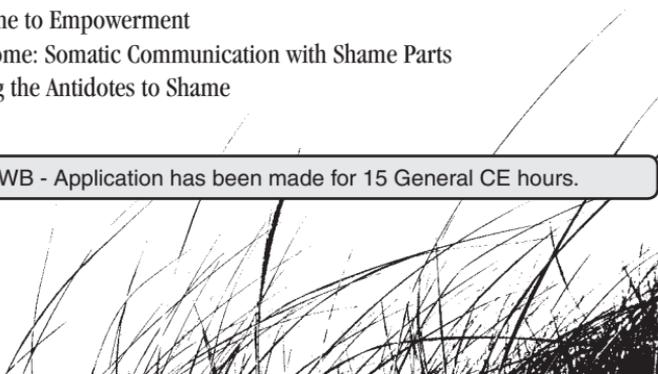
- The Interpersonal Nature of Healing Shame
- Essential Right Brain to Right Brain Communication
- Collusion, Contagion, and Enactments

Friday

- From Shame to Empowerment
- Bring it Home: Somatic Communication with Shame Parts
- Embodying the Antidotes to Shame

NJ ASWB - Application has been made for 15 General CE hours.

**Brain to Brain, Body to Body:
The Interpersonal Nature of Shame**





Bill Joiner, MBA, Ed.D., is a global thought leader on the topic of “Leadership Agility.” He is co-author of *Leadership Agility* and CEO of ChangeWise, a Boston-area leadership and organization development firm. He is a seasoned organizational change consultant, executive coach, speaker, and leadership educator. He partners with senior leaders to develop high-performing teams and raise the agility level of the leadership culture. Bill also provides leadership workshops and action learning programs, and he is co-developer, with Cambria Consulting, of the Leadership Agility 360. He earned his MBA at Southern Methodist and his Doctorate in Leadership and Organization Development at Harvard University.



Debra Whitestone, LICSW, Ed.D., is a Principal and Senior Consultant at ChangeWise. For over 30 years, she has been a change agent in and with business, government, and “third sector” service organizations. A seasoned coach, consultant, facilitator and designer of change interventions, she brings attention to both process and results, helping clients develop and implement creative solutions to serious problems. Debbie helps leaders learn and utilize the Leadership Agility framework, and she and Bill teach and support what is becoming a global learning community of coaches, who are using the Leadership Agility framework and assessment tool with their own clients. Debbie earned her MSW at New York University and her Doctorate in Organization Development at Harvard University.

In today’s “VUCA” world (volatile, uncertain, complex, ambiguous), more and more organizations are recognizing the need for “leadership agility.” Leadership guru Jim Kouzes says it’s “the new master skill of leadership.” Coaching guru Marshall Goldsmith says it’s probably “the most important competency for leaders in today’s world.”

This workshop is based on the groundbreaking book *Leadership Agility*. This book shows that, as leaders develop through a series of well-documented stages of personal development, they become more “agile,” that is, more visionary, collaborative, creative, and more proactive in learning from their experience—and just plain more effective. The Leadership Agility framework provides a remarkably clear roadmap for leaders and leadership coaches, identifying the typical behavioral patterns, as well as underlying cognitive and emotional capacities associated with each new stage of development.

This workshop combines conceptual, experiential, and applied learning. You’ll learn how to incorporate the basics of this sophisticated stage-development

approach into your leadership-coaching repertoire. You'll experience these leadership stages for yourself, and learn how to assess where your leadership-coaching clients are developmentally. After learning some tested methods for helping clients develop increased leadership agility, you'll practice and receive targeted consultation in applying this approach to your own real-life coaching challenges and those of other participants. All in all, you'll gain a whole new perspective on leadership coaching.

To get the most out of this workshop, we encourage you to read a few designated chapters in Leadership Agility prior to coming. You will receive more information about this when you register.

Monday

Leadership agility from the outside in and the inside out
"Living case study" (group exercise): Levels of leadership agility

Tuesday

Diagnosing a manager's current level of leadership agility Client levels of "awareness and intent" and how to work with them

Wednesday

Leadership Agility Compass as a coaching tool
Context-setting agility Practice & feedback: Developing your client's context-setting agility

Thursday

Understanding "power styles"
Case study discussion: Facilitating a shift in power style (mindset and behavior) from the Expert to Achiever level of leadership agility

Friday

Case study discussion, plus practice and feedback: Facilitating a shift in power style (mindset and behavior) from the Achiever to Catalyst level of leadership agility
Clarify your next steps

Approved for 15 General hours by NJ ASWB

"I like the blend of learning from a master clinician and enjoying the Cape."



John P. Forsyth, Ph.D. is an internationally recognized author, speaker, and trainer in the use of Acceptance and Commitment Therapy and practices that cultivate mindfulness, loving kindness (Metta), and compassion. For over 20 years, his work has focused on developing ACT and mindfulness practices to alleviate human suffering, awaken the human spirit, and to nurture psychological health and vitality. His personal journey and experience, balanced with practical insights grounded in scientific evidence, offers hope to those wishing to find a path out of suffering and into wholeness



Jamie R. Forsyth, Ph.D. is an active and gifted clinician and clinical supervisor, with extensive expertise in the use and application of Acceptance and Commitment Therapy with severe forms of mental illness (e.g., psychosis and personality disorders) and forms of psychological and emotional suffering in inpatient, outpatient, and college mental health settings. Beyond ACT, Jamie is a skillful integrationist and researcher, with specialized knowledge in relational and process-oriented therapeutic work, addictions, motivational interviewing, including mindfulness and self-compassion practices.

Life invites obstacles, problems, and pain. There is no escaping this simple truth. But for many, the pain of life is neither a teacher nor a friend, but instead the enemy and source of considerable suffering, hardship, and despair. Mental health professionals know this all too well. The pain may take psychological, emotional, or physical forms, but it's there and people are desperately seeking a way out and a way forward.

But what if the pain of life could be had just as it is. What if there was a way to nurture the conditions for our own genuine happiness and peace of mind, even when life is (or was) hard. Suppose even, that we could empower those we serve to develop a new relationship with the difficulties they carry and move forward with those difficulties in ways that dignify the pain and support what truly matters. In this intensive workshop, we will learn about one particular approach and set of practices that aims to do just that. It's called Acceptance and Commitment Therapy (ACT).

ACT is an evidence-based approach that balances mindfulness and acceptance processes with commitment and behavior change in the service of living a more vital life. Acceptance and mindfulness-based practices, including ACT, are rapidly making their way into mental health care, medicine, and society.

This body of work offers a fresh perspective on psychological suffering and powerful clinical strategies to cultivate transformative life changes.

You will learn powerful strategies to help your clients:

- Gain freedom from suffering
- Let go of unhelpful struggles
- Cultivate peace of mind & self-compassion
- Show up to life as it is
- Get unstuck and moving
- Live a rich & meaningful life

Led by a dynamic husband and wife team, this workshop will introduce ACT, both as a model and intervention technology, and illustrate its use across a broad set of problem areas that are commonly seen in mental health settings. This work can be challenging for both therapists and clients alike, for much of ACT work involves contacting difficult and painful psychological content without defense and for a purpose other than psychological relief. Thus, understanding the application and integration of the ACT model of psychological health and suffering is essential for effective ACT work.

Through lectures, live and video demonstrations, and practical experiential exercises, we learn ways to help our clients live well, richly, and meaningfully, without first having to eliminate sources of emotional and psychological pain. We will also learn how ACT can be integrated effectively into your mental health practice. Clinical worksheets and other practical tools will be provided.

Mental health professionals, including graduate students and post-doctoral fellows, are invited to attend. Familiarity with ACT is not required.

Monday

Why It's Hard Being Human: Getting Inside the ACT Approach

Tuesday

Confronting the System of Stuckness: Making Space for Something New

Wednesday

Contacting the Sweetness in Life: Clarifying What Matters and What Gets in the Way

Thursday

Cultivating a New Relationship with the Difficulties We Carry: Skillfully Dismantling & Transforming Forms of Suffering

Friday

Empowering ACTIONs that Matter: Stepping Openly, Mindfully, and Wholeheartedly

NJ ASWB - Application has been made for 15 General CE hours.



Amy Weintraub, MFA, ERYT-500, YACEP, C-IAYT, author of *Yoga Skills for Therapists* (Norton, 2012) and *Yoga for Depression* (Broadway Books, 2004) is the founder of the LifeForce Yoga Healing Institute and a leader in the field of Yoga and mental health. She is trained in Internal Family Systems, and holds the highest level of certification as a Yoga Therapist. She offers professional trainings in LifeForce Yoga® for Mood Management internationally. Amy is involved in ongoing research on the impact of Yoga on mood. Her evidence-based Yoga protocol for managing mood is used in health care settings around the world and is featured on a number of audio-visual products, including the award-winning *LifeForce Yoga to Beat the Blues* DVDs. She maintains an archive of news and research on her web site, yogafordepression.com.



Linda Mackay, MSW, RSW, is a level 2 LifeForce Yoga® practitioner, a faculty member and mentor with the LifeForce Yoga Healing Institute. She has been working at the University of Waterloo's Counselling and Psychological Services for 15 years and is co-owner of The Space Within in Stratford Ontario. There she offers individual psychotherapy, LifeForce Yogaa® (LFY) workshops and meditation classes. She has assisted and co-facilitated with Amy Weintraub in several settings, most recently at Leading Edge Seminars in Toronto. Linda has also developed in-school programs for both elementary and high school classes incorporating mindfulness and LFY, and presents to physicians and other health care professionals on compassion fatigue and vicarious trauma, using the tools of mindfulness and LFY.

Mental and physical health care providers can practice their specialties more effectively when they offer clients simple, evidence-based LifeForce Yoga practices to self-regulate, experience self-efficacy and build resilience. Learn clinically appropriate yoga skills that complement and enhance the work you currently do, helping clients focus, relax, and have greater access to feeling states. Every day will include easy movement, yoga breathing, and meditation or guided relaxation, case studies and clinical applications. We'll work in dyads, using and teaching techniques and strategies learned and practiced in class.

LifeForce Yoga has been successfully utilized in many settings with diverse populations, demonstrating its usefulness in relieving emotional distress and dysregulation. In the process of learning Yoga practices to help clients self-regulate and increase self-compassion, you will be giving yourself the gift of self-care.

Experience for yourself the transformational power of yoga and let it be the portal to healing for you, your loved ones and those you serve. Return home empowered with your own practices and ready to share them with your clients.

Monday

The Safe Container

- Yoga tools to foster the therapeutic alliance and client self-acceptance
- Principles of Yoga for the Emotional Body
- A review of current scientific literature supporting Yoga as a treatment in mental health care
- Practice evidence-based tones for self-soothing and parasympathetic activation

Tuesday

Beyond Mindfulness

- Identifying predominate mood through analysis of current breathing pattern
- Three evidence-based Yoga breaths and a simple meditation for anxiety
- Three evidence-based Yoga breaths and a simple meditation technique for depression
- Yoga technique to interrupt panic attack
- Strategies for introducing Yoga practices to your most skeptical clients.

Wednesday

Giving the Mind a Bone

- Meditation techniques effective with OCD and anxiety disorders
- Address negative self-talk and the seeds of self-loathing with a Yoga self-inquiry exercise that incorporates Yoga breathing, imagery, and client-created affirmation
- LifeForce Yoga® Chakra Clearing Meditation (Energizing)
- Empowering use of imagery, meditation, and affirmations that arise from the client's authentic experience of Self.

Thursday

Grief in the Tissues

- Yoga as an adjunct treatment for PTSD
- Body sensing
- How Yoga informs somatic psychology
- LifeForce Yoga® Chakra Clearing Meditation (calming)
- Yoga Nidra (iRest): An evidence-based protocol effective for managing mood and PTSD.

Friday

Beyond Self-Efficacy

- Postures of empowerment: Simple inversions—heart-opening backbends
- Application: Distinguishing those techniques appropriate for a clinical practice
- Community Networking: workshops and referrals

NJ ASWB - Application has been made for 15 General CE hours.

**Yoga Skills for Therapists!
(No prior yoga nor mat necessary)**



George McCloskey, Ph.D., is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy of Pediatric Neuropsychology. Based on 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He frequently presents both internationally and nationally. He consults with a number of school districts and private schools nationwide on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)* available fall 2015 from Schoolhouse Press. (See www.georgemccloskeyphd.com)

In this course George McCloskey—widely admired for the clarity, comprehensiveness, and warmth of his teaching style—will help participants gain a deeper understanding of executive functions and of the ways executive-function deficits impact the behavior and academic performance of children and adolescents.

Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and school staff will be offered as well as ways to help motivate adolescents to ensure their full participation in efforts to help them. Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation.

Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

Monday

- Executive Functions: What they are and what they are not
- A comprehensive model of Executive Functions
- Development of Executive Functions during childhood and adolescence
- Executive Functions and Clinical Diagnoses
- Executive Functions and Personality

Tuesday

- Learning vs. Producing: The nature of producing disabilities in children
- Assessing Executive Functions Part 1

Wednesday

- Assessing Executive Functions Part 2

Thursday

- Interventions for Executive Function Difficulties
Part 1: FBAs and External Control Strategies

Friday

- Interventions for Executive Function Difficulties
Part 2: Bridging Strategies: From external control to internal control
Part 3: Strategies for improving internal self-regulation

NJ ASWB - Application has been made for 15 General CE hours.

Assessment and Intervention for Child and Adolescent Executive Function Difficulties



Brad Sachs



Brad Sachs, Ph.D. is a psychologist, educator and the author of numerous books on child and family development, including, most recently, *Family-Centered Treatment With Struggling Young Adults* and *Emptying The Nest: Launching Your Young Adult Toward Success and Self Reliance*. He has also written *When No One Understands: Letters To A Teenager On Life, Loss, and The Hard Road To Adulthood*, *The Good Enough Teen: Raising Adolescents With Love and Compassion (Despite How Impossible*

They Can Be), and *The Good Enough Child: How To Have An Imperfect Family and Be Perfectly Satisfied*. Dr. Sachs is in independent practice, and lectures, consults and conducts workshops nationally and internationally on child, adolescent, and family treatment and development. He is the Founder and Director of The Father Center, a program designed to address the needs and concerns of new, expectant, and experienced fathers, and regularly contributes to a range of journals and blogs for both general and professional readership, including Psychology Today's "Emptying The Nest."

Dr. Sachs is also a poet and musician, whose recent projects include *Why Am I Telling You This?: Poems From Psychotherapy*, and *Hard Tales To Tell*, a CD of original songs based on stories his patients have shared.

Dr. Sachs lives in Columbia, Maryland with his wife, Karen Meckler, M.D., where they have raised their three young adult children and assorted dogs with equal amounts of uncertainty, joy and humility, and where they often merrily indulge their visiting grand-daughter. For additional information about Dr. Sachs's work, please visit: www.drbradsachs.com.

Adolescence and Young Adulthood occur at an exquisite juncture in the family's development, and require individuals to strike a new equilibrium between continuity and change, tradition and evolution, separateness and attachment. This balancing act requires each generation to find imaginative ways to grieve for what is being lost in order to cultivate what will be gained. Teens and young adults must mourn for the death of their childhoods in order to make the journey from adolescence to autonomy. Parents must mourn for the death of their influence over and relevance to their children in preparation for claiming or reclaiming sources of meaning and purpose in their lives in addition to parenthood.

Healthy grieving of this sort allows all family members to uncover the buried core of their being and become more engaged and enchanted. As a result, they experience enhanced self-awareness and self-assuredness, a deepened capacity to connect with and accept others, along with themselves, and a new

way of inhabiting, and making sense of, the world. Clinicians who are invited to participate in the family's evolutionary enterprise will, if they are attuned and attentive, be privileged to undergo a similar transformation.

This course will utilize a multi-modal approach including lecture, discussion, structured exercises, case studies, role-playing, and the presentation of music, artwork, poetry, and video and film clips, to conceptualize a humanistic approach to the treatment of adolescents, young adults and their families. It will reveal, rather than conceal, the complexity of this dramatic life-passage such that clinicians can better strategize and intervene with creativity and compassion when the undertow of developmental turbulence carries families into therapy. Throughout the week, participant-therapists' personal history and counter-transferential responses will be explored so as to assist in augmenting their empathy, understanding and clinical efficacy and maneuverability. The workshop will be of value to clinicians at all levels of expertise, and attendees will be encouraged to share their most challenging cases for the purposes of group discussion and support.

Monday

Who Do You Think You Are?

Mapping the Interior Landscape of Adolescents, Young Adults and Their Families

Tuesday

Dancing to the Music of Time

On the Metamorphosis of the Family System at the Threshold of Adolescence and Early Adulthood

Wednesday

The Reluctant Embrace

Towards a Framework for Treating Emotional and Behavioral Problems During Adolescence and Young Adulthood

Thursday

Emptying the Nest, Building a Net

Guiding Parents and Their Families Toward the Frontiers of Individual and Relational Growth

Friday

The Good Enough Therapist

Embracing Futility, Failure and Forgiveness in the Consultation Room

NJ ASWB - Application has been made for 15 General CE hours.



Richard Schwartz, Ph.D., began his career as a systemic family therapist and an academic, at the University of Illinois and at Northwestern University. Grounded in systems thinking, Dr. Schwartz developed the Internal Family Systems model (IFS) in response to clients' descriptions of various parts within themselves. In 2000, he founded the Center for Self Leadership (www.selfleadership.org), which offers three levels of trainings and workshops in IFS for professionals and the general public, both in this country and abroad. A featured speaker for national professional organizations, Dr. Schwartz has published five books and over fifty articles about IFS.

The Internal Family Systems Model is a method of therapy which fosters transformation, gently, quickly, and effectively. It views multiplicity of mind as our natural state and our “parts” as sub personalities that may be healed and transformed by bringing the Self into its rightful role as leader of the internal system. The Self, a core of valuable leadership qualities, is our true nature—compassionate and loving. Although IFS has been most widely used as a treatment for trauma, it is a flexible model that provides abundant opportunities for application. IFS advances treatment in several areas: First, by showing respect and appreciation for the client’s protective parts, it reduces resistance and backlash. Second, it helps clients fully unburden the extreme beliefs and emotions they accrued from their traumas. Third, affect is regulated in a simple and effective way so that clients are not overwhelmed during sessions. Fourth, because it is the client’s Self that is leading in the healing, transference is reduced and clients do much of the work on their own, between sessions. Fifth, IFS gives therapists practical ways to understand and work with their countertransference so they can remain in the open-hearted state of Self leadership with clients. Sixth, it frees therapists from the role of trying to police clients’ symptoms like suicide, eating disorders, addictions, and self-mutilation. Seventh, therapists are free to be themselves, without having to be clever or controlling, and come to enjoy partnering in the fascinating and sacred process that naturally unfolds as clients heal themselves.

*“Location, instructors, relaxed atmosphere...
all in one package.”*

This workshop is designed for therapists with little exposure to IFS as well as those who know the basics of IFS, but have trouble when clients resist, have particularly difficult parts, or when it comes to using the model with couples or larger systems. We will begin with an overview of IFS and then move on to the deeper exploration of issues that arise during treatment. This course will also provide the opportunity to participants to identify and work with the parts of themselves that interfere in their relationships with clients. The workshop will be a balance of lectures, demonstration, and experiential exercises.

Monday

Introduction to IFS and overview of the process of IFS therapy

Tuesday

Working with resistant clients and/or difficult parts

Wednesday

IFS applied to couples

Thursday

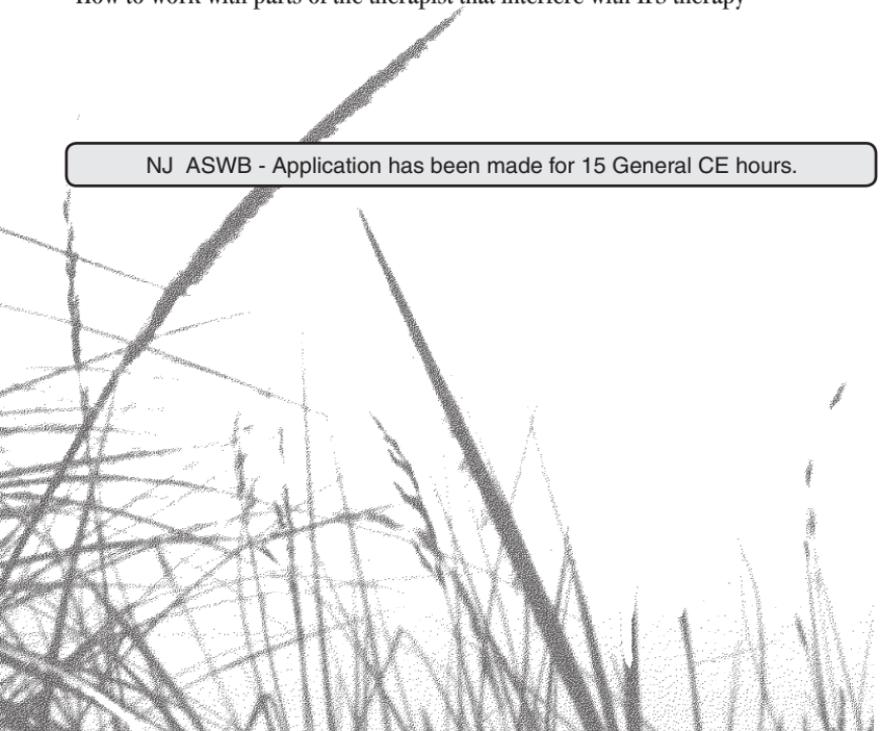
IFS applied to groups, families, and larger systems

Friday

How to work with parts of the therapist that interfere with IFS therapy

NJ ASWB - Application has been made for 15 General CE hours.

Internal Family Systems Workshop





Leslie Austin, Ph.D., known to her clients affectionately as “The Lion Tamer,” has been an executive coach and organizational consultant in addition to maintaining psychotherapy and intuitive counseling practices for over 25 years. Her client list includes Fortune 100 companies, small companies, and individuals. Dr. Austin has a Ph.D. from NYU in Performance Studies, is a licensed psychotherapist, a graduate of and former supervisor at the NYC Gestalt Associates for Psychotherapy and trained in Jungian and Core Energetics work. She is a former professor of communications, theater, and music and is currently adjunct faculty at NYU’s School of Professional Studies teaching courses in coaching, leadership and management since 2008. She has been working with intuition since 1971. She is Board Approved in Executive Coaching and Behavior Modification by the Society for the Advancement of Consulting, was elected to the Mentor Hall of Fame, and is a certified Master Mentor. Dr. Austin has appeared frequently in international, national and local media for 40 years, including regular live guest expert appearances on behavior on CNN’s Headline News Network.

“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”
 -- Albert Einstein

As professional counselors (therapists, coaches, educators, HR managers, etc.), we are highly skilled at verbal communication with our clients. But what about all the other subliminal things we’re sensing as we talk? If we aren’t consciously also integrating our intuition into our work we’re missing out on a major part of how we and our clients communicate with and relate to each other!

Have you ever suddenly gotten a clear hunch about something, ignored it because it didn’t seem to make logical sense, and wound up wishing you hadn’t? Intuition can seem mysterious and random, but in fact it is not. As we learn how to make systematic use of both our intuition and our logic, our interactions with our clients become more effective and relationships and counseling outcomes are exponentially improved.

In this course you will learn how to access and use your intuitive processes in simple and structured ways, integrating left-brain with right-brain perceptions. You’ll practice how to distinguish what is or isn’t useful. You will learn how this is how our brains are actually meant to function. Whether we look for evidence in ancient eastern philosophies or modern cutting-edge science, the conclusion is the same: we really are all connected and are constantly communicating with each other in ways we hardly understand.

Here's what you'll learn through lectures and experiential exercises:

Monday

We are all connected: physics meets philosophy meets neuroscience. Explore evidence demonstrating instantaneous communication, the non-physical world influencing the tangible world, "spooky action at a distance," experiments in exploring your own intuition.

Tuesday

How to listen in: going quiet, distinguishing among thoughts, feelings, and intuitive flashes in the moment; becoming aware of your intuitions and integrating them with your logical thinking processes.

Wednesday

Translating hunches into language: best appropriate ways to frame, communicate, and share, your intuitive perceptions as well as your thoughts and feelings; how use them to open and deepen your dyadic connection with your client.

Thursday

Follow your hunch, rule in/rule out, actively bringing in your thinking and feeling; finding appropriate boundaries and actively creating a more profound way to relate with your clients.

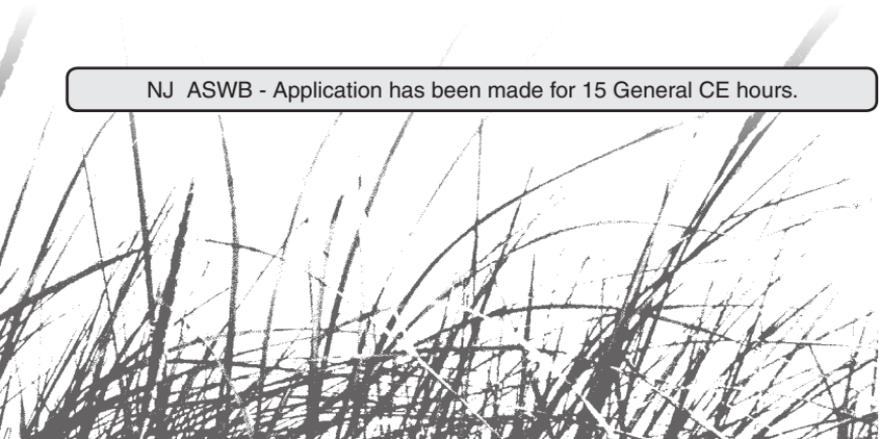
Friday

How much further can we go? Other possibilities for intuitive and energetic connections in our relationships with the world around us; mind over matter; techniques deepening our awareness and intuitive abilities, summary questions and answers.

"The person who says it cannot be done should not interrupt the person doing it." -- Chinese proverb

NJ ASWB - Application has been made for 15 General CE hours.

Practical Intuition: Deepening the Counselor-Client Relationship



Mirabai Bush



Mirabai Bush is a Senior Fellow and Founding Director of the Center for Contemplative Mind in Society. Under her direction, The Center introduced contemplative practices into the fields of higher education, law, business, journalism, social justice activism, and the military. A key contributor to Google's Search Inside Yourself curriculum, she has taught mindfulness in organizations including AMEX, Hearst Publications, Mind and Life Institute, and Fetzer Institute.

She is the co-author of *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* and author of *Working with Mindfulness* CD. She is co-author with Ram Dass of *Compassion in Action*. In 2015, her chapter "Awakening at Work: Introducing Mindfulness into Organizations" will be published in *Mindfulness in Organizations* by Cambridge University Press. Mirabai's contemplative teachers include Neemkaroli Baba, S. N. Goenka, Kalu Rinpoche, Geek Rinpoche, Kanai Sesei, and others.

This summer's course will include new practices and discussions not included last year.

Mindfulness is a contemplative practice that quiets the mind in order to cultivate a personal capacity for deep concentration and insight in the face of the 10,000 distractions of everyday life. It is often defined as the awareness that arises by paying attention on purpose in the present moment non-judgmentally. This course will introduce a series of secular mindfulness practices for individuals and groups, including some that have been developed specifically for the workplace.

To learn mindfulness, you will not be asked to take leaps of faith, dim your critical voice, or fit any square pegs into round holes. You will be using the resources and wisdom of your own body and mind, followed by discussions on working together based on the values and perspectives embodied in the practices. Each session will include Q&A, discussion, participation, and examples of how others are using these practices.



Monday

Introduction to the course, to each other, and to the potential benefits of mindfulness for individuals and organizations. Practices will include mindfulness of the breath, body sensations, walking, and external objects. Short review of recent studies on the effect of mindfulness on the brain and the body and examples of programs in organizational settings from the Smith School of Social Work to Google.

Tuesday

An introduction to the connections between mindful practices and emotional intelligence (one's ability to perceive, assess, and manage the emotions of oneself, others, and groups). Practices will include mindful listening (to sound, music, another person) and mindful communication. We will discuss mindful listening in client relationships, in the workplace, and in education.

Wednesday

Practices that build on the attention and self-awareness cultivated through basic mindfulness. One key practice is Loving Kindness, a guided practice that cultivates care, concern, acceptance, and loving kindness for oneself and others. It decreases implicit biases and can open the way to resolution of conflicts.

Thursday

Compassion. We will learn a dyads practice called Just Like Me, which emphasizes the similarities in people and cultivates appreciation for the differences.

Friday

Taking It All Back Home: Self Care (deep relaxation, self-compassion), Models and Methods for the Workplace, and Resources.

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"Congenial, warm, welcoming feeling, before I arrived and while I was here. The food was wonderful, and the extra activities. Very much like the feeling of the group being part of a bigger entity."

Stephen Porges



Stephen Porges, Ph.D., is professor of psychiatry at the University of North Carolina. He is professor emeritus at the University of Illinois at Chicago, where he directed the Brain-Body Center, and at the University of Maryland, where he chaired the Department of Human Development and directed the Institute for Child Study. His 200+ peer-reviewed articles cross many disciplines, from anesthesiology to ergonomics, from neurology to space medicine. A former president of the Society for Psychophysiological Research and of the Federation of Behavioral, Psychological, and Cognitive Sciences, he is a former recipient of a National Institute of Mental Health Research Scientist Development Award. His Polyvagal Theory links the evolution of the vertebrate autonomic nervous system to the emergence of social behavior. Dr. Porges lectures throughout the world about the Polyvagal Theory and its clinical applications. He is the author of *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (Norton, 2011) and is currently writing a book on the topic of this workshop.

Safety is critical in enabling humans to optimize their potential. The neurophysiological processes associated with feeling safe are a prerequisite not only for social behavior but also for accessing both the higher brain structures that enable humans to be creative and generative and the lower brain structures involved in regulating health, growth, and restoration. The Polyvagal Theory explains how social behavior turns off defenses and promotes opportunities to feel safe. It provides an innovative model to understand bodily responses to trauma and stress and the importance of the client's physiological state in mediating the effectiveness of clinical treatments. From a Polyvagal perspective, interventions that target the capacity to feel safe and use social behavior to regulate physiological state can be effective in treating psychological disorders that are dependent on defense systems.

In this workshop, through presentations, experiential exercises, and class discussion, we will learn the principles and features of the Polyvagal Theory and how to apply it in a clinical setting. We will cover how the Polyvagal Theory can demystify several features related to stress-related illnesses and psychiatric disorders such as PTSD, autism, depression, and anxiety. Time will be spent on what the Social Engagement System is and how the brain-face-heart connection evolved. We will discuss how deficits in the regulation of the Social Engagement System relate to the core features of several psychiatric disorders. We will learn how neural process evaluates risk in the environment and triggers adaptive neural circuits which promote either social interactions or defensive behaviors and how the Social Engagement System is compromised by stress and trauma and how to reset it.

Monday

The Polyvagal Theory

- Evolutionary changes and adaptive functions in the autonomic nervous system
- Humans retain a phylogenetically ordered response hierarchy to challenges
- The discovery of the three neural platforms that provide the neurophysiological bases for social engagement, fight/flight, and shutdown behaviors

Tuesday

Social Engagement System and Psychiatric and Behavioral Disorders

- A description of the “face-heart” connection that forms a functional social engagement system
- How our facial expressions, vocalizations, and gestures are regulated by neural mechanisms that are involved in regulating our autonomic nervous system

Wednesday

Neuroception: Detecting and Evaluating Risk

- How our social and physical environment triggers changes in physiological state
- Understanding that adaptive physiological reactions may result in maladaptive behaviors
- Immobilization without fear
- Play as a neural exercise
- Listening as a neural exercise

Thursday

Demystifying Biobehavioral Responses to Trauma and Abuse

- Fight/flight and immobilization defense strategies
- Adaptive function of immobilization and the associated clinical difficulties
- How the stresses and challenges of life distort social awareness and displace spontaneous social engagement behaviors with defensive reactions

Friday

Applying the Polyvagal Theory in Clinical Settings

- Understanding auditory hypersensitivities
- State regulation as a core feature of psychiatric disorders
- Deconstructing features of autism and PTSD
- Strategies to explain disruption and repair of symbiotic regulation
- Identifying social cues that disrupt or repair defensive reactions

NJ ASWB - Application has been made for 15 General CE hours.

**Clinical Applications of the Polyvagal Theory:
The Transformative Power of Feeling Safe**



Debbie Korn, Psy.D., maintains a private practice in Cambridge, MA, and is an adjunct training faculty member at the Trauma Center at Justice Resource Institute in Boston. She has been on the faculty of the EMDR Institute for the past 23 years and is the former Clinical Director of the Womens' Trauma Programs at Charter Brookside and Charles River Hospitals. Dr. Korn has authored or coauthored several prominent articles focused on EMDR, including a comprehensive review of EMDR applications with Complex PTSD. Dr. Korn is an EMDRIA-approved consultant and a past board member of NESTTD. She is also on the Editorial Board of the *Journal of EMDR Practice and Research*. She presents and consults internationally on the treatment of adult survivors of childhood abuse and neglect. She has been a regular presenter at the EMDR International Association Conference and was invited to present EMDRIA's first "Masters Series" class. As a clinician, teacher, researcher, and consultant, Dr. Korn is known for her knowledge and integration of many different clinical models. In treating and consulting on complex, chronically traumatized cases, she believes that it is important to carry a large toolbox and to remain flexible, practical, and integrative.

An overwhelming array of treatment models is available to therapists working with chronically traumatized clients. What are the common denominators across these models, and what are the unique contributions of each? This workshop offers a conceptual framework and practical, phase-oriented approach to working with complicated, dysregulated trauma clients. This approach stresses the importance of moment-to-moment tracking and dyadic regulation with an emphasis on secure attachment as a primary treatment objective. It is designed to help the clinician identify those strategies most appropriate for a given case.

The first part of the workshop will provide an overview of the most useful concepts and strategies from a variety of trauma treatment models—including IFS, EMDR, Hypnosis, CBT, Ego State Therapy, Sensorimotor Psychotherapy and SE, AEDP, DBT, and Structural Dissociation. An understanding of relevant concepts and strategies can guide the therapist during assessment, case conceptualization, and treatment planning as well as through all additional phases of treatment.

The second part of the workshop will offer guidelines for decision-making in establishing priorities, creating treatment plans, and making intervention choices. The overarching approach proposed in this workshop acknowledges the competencies and survival resources inherent in each person and the power of the therapeutic relationship. Interventions are designed to honor and deepen existing resources and self-capacities, while simultaneously introducing new skills and

strategies. Throughout the workshop, videotapes will be shown to demonstrate the concepts and strategies being presented, and to show how multiple clinical models can be integrated into the treatment of an individual client.

Monday

- Complex PTSD and Related Conditions
- Screening for Dissociation
- Trauma Treatment Models: Common Denominators and Specialized Contributions
- Complex Case Conceptualization: Macro/Micro Conceptual Maps, Treatment Planning

Tuesday

- Phase-Oriented Trauma Treatment
- Modulation Model; Dealing with Hyper- and Hypo-arousal
- Structural Dissociation; Dissociative Continuum; BASK Model
- Understanding the Internal Family System
- Evaluating Readiness for Trauma Processing

Wednesday

- Disrupted Developmental Domains: Responsibility/Self-worth, Safety, Power
- Resilient Self and Compromised Self Triangles of Experience
- Phobias, Defenses, and Pathogenic Affects
- Recognizing and Responding to Attachment Styles
- Moment-to-Moment Tracking; Dyadic and Self-regulation

Thursday

- Translating a Conceptual Understanding into a Treatment Plan
- Intervention Categories /Hierarchy; Process vs. Content Interventions
- Global and Moment-to-Moment Decision-making: Choosing the Best Strategies for a Given Client
- Mindfulness and Relationally-Focused Interventions
- Regulation and Information-Focused Interventions

Friday

- Ego State and Defense-Focused Interventions
- Processing and Integration-Focused Interventions
- Experiential Shifts: Realization; Passive to Active Defenses; Adaptive Action Tendencies, Completion and Truth
- Past, Present, and Future Targets
- Meta-processing/Re-evaluation



Edward M. Hallowell, M.D., is founder of The Hallowell Center in Sudbury, MA, and New York City, both outpatient clinics. He is the author of 15 books, including *Delivered from Distraction: Getting the Most Out of Life with Attention Deficit Disorder*. On the faculty of Harvard Medical School from 1983 to 2003, Dr. Hallowell now spends his professional time seeing patients, lecturing, and writing. He lives in Arlington, MA, with his wife, Sue, and their three children, Lucy, Jack, and Tucker.

Having ADHD himself, having two children who have it, having treated it in children and adults for 25 years, Dr. Hallowell is uniquely qualified to discuss the clinical, personal, and human aspects of living with ADHD.

From childhood through adulthood, ADHD presents both difficult dilemmas and unique opportunities for change, growth, and success. The goal of diagnosis and treatment is to transform ADHD from a chronic liability into an overall asset in life. The purpose of this seminar is to show how to do precisely that and to present all the exciting new information we have learned about ADHD in the past decade.

In his work with people of all ages Dr. Hallowell has learned that a strength-based approach to diagnosis and treatment leads to the best outcomes. The moment the clinician meets the patient or client, he or she looks for talents, skills, and strengths and builds a treatment plan to promote those first and foremost. This mobilizes hope, excitement, and a cascade of positive energy, which drives treatment to much greater success than is observed in other kinds of treatment. Interweaving advanced material and innovative new treatments with introductory information, aimed both at professionals and non-professionals, this seminar will explore the entire world of ADHD in its human as well as its clinical and scientific dimensions. It will provide a solid, practical basis for diagnosis and treatment at all ages.

Monday

Introduction

Explanation and rationale for the strength-based approach • Special techniques in the strength-based approach • History of ADHD • What is it like to have ADHD? • Potential skills and strengths in people who have ADHD • The 7 habits of highly effective ADHD-ers • Life stories of successful ADHD-ers • Problems to overcome in life with ADHD • Epidemiology in US and across cultures • ADD vs. ADHD

Tuesday

Biology of ADHD

Brain scan data • Genetics of ADHD • The itch at the core of ADHD: Reward deficiency syndrome • An organized approach to the diagnosis of ADHD • Statistically validated screening tests of ADHD • The role of neuropsychological testing • Common pitfalls in making the diagnosis • Over-diagnosis vs. under-diagnosis • How to take a strength-based history • How to explain the diagnosis of ADHD to a child or adult

Wednesday

Conation: A New Tool for Assessing Strengths

The Kolbe Conative Strength Assessment • Conditions that coexist with ADHD • ADHD vs. modern life: How to tell them apart • Childhood bi-polar disorder vs. ADHD: How to tell them apart • Dyslexia and ADHD • Addictions and ADHD • A new use of the 12-step program in treating ADHD • The basics of treating ADHD • The start of treatment: A pivotal moment

Thursday

How To Find the Buried Treasures in ADHD

Promoting strengths: A systematic approach • Major danger alert: How to make the transition to college • Nutrition and ADHD: Omega-3s and beyond • Cerebellar stimulation: A new exercise-based treatment • Neurofeedback and LENS • Two traps to avoid: Spin and slide (terms to be explained) • Managing “The Big Struggle” in families • Couples and ADHD • Sexuality and ADHD

Friday

The Role of Medication in the Treatment of ADHD

The pros and cons of various medications • Guidelines to finding the right dose of the right medication • Explaining medication to others • Clinical examples of the use of medication in all ages • Treating worry, anxiety, and ADHD • Promoting organizational skills in life with ADHD • Finding the right career in life with ADHD • Choosing the right mate in life with ADHD • Finding joy in life with ADHD

NJ ASWB - Application has been made for 15 General CE hours.

Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span



Janina Fisher, Ph.D., is a licensed clinical psychologist and instructor at the Trauma Center, an outpatient clinic and research center founded by Bessel van der Kolk. Known for her expertise as both a clinician and consultant, she is also past president of the New England Society for the Treatment of Trauma and Dissociation, an EMDR International Association Credit Provider, a faculty member of the Sensorimotor Psychotherapy Institute, and a former Instructor, Harvard Medical School. Dr. Fisher has been an invited speaker at the Cape Cod Institute, Harvard Medical School Conference on Women and Summer and Winter Conference Series, EMDR International Association Annual Conference, University of Oslo, University of Wisconsin, the University of Westminster in London, the Psychotraumatology Institute of Europe, and the Esalen Institute. Dr. Fisher lectures and teaches nationally and internationally on topics related to the integration of the neurobiological research and newer trauma treatment paradigms into traditional therapeutic modalities.

Childhood abuse necessitates self-alienation: we must disown that humiliating “bad child” and work harder to be the “good child” acceptable to our attachment figures. In the end, we survive trauma at the cost of disowning and dissociating from our most wounded selves. While longing to be feel safe and welcome, traumatized individuals find themselves in conflict: alternating between clinging and pushing others away, self-hatred or hostility toward others, yearning to be seen yet yearning to be invisible. Years later, these clients present in therapy with symptoms of anxiety, depression, low self-esteem, diagnoses of bipolar and borderline personality disorder, and a distorted or absent sense of identity. This workshop offers a practical “hand’s on” approach to traumatized clients with underlying issues of self-alienation and self-hatred by helping them to recognize how the trauma has left them fragmented and at war within their own minds and bodies. Participants will learn how to help their clients observe the parts they have embraced and identified with as ‘me’ and the trauma-related parts they have disowned and judged harshly. Using interventions drawn from a number of therapeutic approaches (including Sensorimotor Psychotherapy, Internal Family Systems, and ego state therapy), the focus is on helping clients observe and accept all aspects of self with mindfulness-based interest and curiosity. As their young parts are identified and understood as ‘heros’ in the individual’s story of survival, clients are able to feel more warmly toward them, often for the first time. Techniques will be demonstrated that increase the capacity to feel for and with each part, that foster the sense of caring for young wounded parts, and that pave the way for growing “earned secure attachment” to ourselves. Even when our clients are unable to tolerate emotion, extend themselves compassion, or take in

someone else's caring, they can learn to feel protective of their younger selves and even learn to welcome home their 'lost souls' with warmth and self-compassion.

In this course we will learn to identify signs and symptoms of fragmentation and internal conflict and to help clients put non-judgmental language to their trauma-related symptoms and inner experience. We will also cover how to decrease client phobias of emotion and inner experience by increasing mindfulness-based dual awareness and facilitate mindful tracking of fragmented parts of the self. The use of somatic interventions for regulating autonomic arousal and affect dysregulation to calm the body will be explored as well as how to integrate interpersonal neurobiology and social engagement techniques into the treatment. We will discuss how to increase self-compassion through growing empathy for wounded child parts and how to transform traumatic memory using somatic, visualization, and ego state techniques while fostering 'earned secure attachment'.

Monday

Trauma and self-alienation: The costs and benefits of disowning one's traumatized child selves as a survival and adaptation strategy. Introduction to Structural Dissociation model as a trauma-related explanatory model for understanding chronic chaos, resistance, and self-destructive behavior.

Tuesday

Befriending our disowned selves: Mindfulness-based approaches (Internal Family Systems, Sensorimotor Psychotherapy) to building interest and curiosity in one's parts in place of phobic reactions to their emotions, vulnerability or self-destructive behavior

Wednesday

Increasing self-compassion by cultivating compassion for younger parts of the personality: Learning to ask, "How did this part help me to survive? Without it, what would have happened?"

Thursday

Transforming traumatic memory: By teaching clients how to provide reparative or "missing" experiences for their child selves.

Friday

Building internal attachment: How we can help clients "earn" secure attachment as the therapeutic outcome of creating internal acceptance, safety and welcome for each wounded part of the self.



Robert Schwarz, Psy.D., DCEP, has been a licensed psychologist and marriage therapist for 30 years. Currently, he is the executive director of the Association for Comprehensive Energy Psychology. He is author of *We're No Fun Anymore: Guiding Couples to a Joy Filled Marriage Through the Power of Play and Tools for Transforming Trauma*. Bob has presented trainings internationally. He has organized over 20 conferences on Ericksonian hypnosis, brief therapy, trauma treatment, and energy psychology, training over 20,000 therapists.

Bob has a unique voice as a teacher. He creates bridges between different domains such as Ericksonian & Solution oriented therapy, Interpersonal Neurobiology, Energy Psychology, spirituality and even improvisational comedy. He is known for his creativity, sense of humor and authenticity. His workshops focus on helping clinicians develop skills that they can immediately implement.

Talking in psychotherapy is important. And there are many quality tools that help you go beyond talk. Does your therapeutic tool kit include approaches that purposefully and directly influence the body, sensory experience, and consciousness itself?

Effective psychotherapy helps people regulate the flow of information and energy within themselves and between themselves and others. The goal is to develop flexible and adaptive strategies to create meaningful and joyful lives, sometimes in the face of challenges and trauma.

Discover an integrative framework that includes the latest in neuroscience, trauma-informed treatment, resource and resilience based approaches and energy psychology.

You'll learn specific tools that will significantly increase your effectiveness and flexibility as a therapist. For instance, when your clients are immobilized by trauma or overwhelming affect, can you help them resolve the problem in a matter of minutes? After this workshop you will.

We will focus beyond DSM diagnoses to patterns of information and energy flow on multiple aspects of the body, mind, spirit and relationship. After this experiential training you will walk away with skills you can immediately use.

First, we will focus on building a framework that allows you to integrate all of the approaches learned throughout the week. The ability to be able to move seamlessly between talking, body and energy approaches will be taught as well as linking each strategy to specific solvable treatment goals. Rapid approaches to affect regulation and emotional stabilization will be covered. We will work on the importance of developing therapeutic awareness and presence with specific exercises as well as a self-contained treatment for processing traumatic memories without abreaction.

We will learn how to use emotional freedom techniques (EFT) and other energy psychology approaches. With over 60 studies published in refereed journals, these approaches are both evidenced-based and clinically flexible. And then we will spend time dedicated to putting it all together so that you can make these approaches your own. We will emphasize therapeutic presence, sharpening clinical acumen and intuition. We will apply all of these approaches to different contexts such as anxiety, panic attacks, and couples work.

Monday

Foundations of an Integrative Mind Body Tool Kit

- Interpersonal Neurobiology–Polyvagal Theory
- The Science of Mind–Body Healing
- Resource & Resilience Based Approaches
- Trauma (small t and large T) Informed Treatment Strategies
- Creating More Effective Treatment Goals

Tuesday

Affect Regulation Strategies

- Rapid Transformation of “Negative” Internal Representations
- Building Connections to Safety
- Creating and Strengthening Boundaries
- The Power of Imagery Approaches
- Applied Polyvagal Approaches to Create Safety
- Advanced Consideration in the use of Breath

Wednesday

Consciousness Focusing Approaches

- Wheel of awareness training and other consciousness exercises
- Trauma Re-associative Conditioning to Treat Traumatic Memories without Abreaction.

Thursday

Energy Psychology Methods

- Theory, Science & Research of EP methods
- Emotional Freedom Techniques
- “Tapping” to Reduce Specific Emotions
- Identifying and Treating “Psycho-energetic Reversals”

Friday

Integrating therapeutic presence & clinical acumen

- Sharpening the Focus of Treatment
- Using Clinical Intuition with the Therapeutic Field
- How to Integrate These Methods Into the Rest of Your Practice

Approved for 15 Clinical hours by NJ ASWB

**The Mind-Body-Energy Toolkit:
Clinical Approaches That Go Beyond Talk**



Linda A. Curran, BCPC, LPC, CAADC, CCDP, is a sought after international trainer, best-selling author and film producer. Linda has trained thousands of clinicians in the treatment of trauma. With advanced degrees in both clinical psychology and public health, Linda is a board certified licensed professional counselor; certified Gestalt therapist; certified hypnotherapist; level II EMDR practitioner; certified addiction counselor diplomate; certified co-occurring professional diplomate; and president of

Integrative Trauma Treatment. Author of both *Trauma Competency: A Clinicians Guide* and *101 Trauma-Informed Interventions* and producer of the video series, *The Master Clinician Series*, Linda has developed, produced, and presents multi-media workshops on all aspects of psychological trauma. Linda continues to advocate for accessible, coherent, integrative trauma treatment for all those affected by trauma.

With advances in both brain imaging and neuroscience came a fuller understanding of trauma; what it is; how it is experienced and stored in the body and subcortical areas of the brain; and state of the art therapeutic interventions for its successful resolution. Through didactic illustration and explanation, live and videotaped demonstrations, and experiential exercises, this seminar provides clinicians with a thorough understanding of trauma theory, diagnosis, and phase-oriented treatment. Participants will leave this workshop with the tools to facilitate clients' movement through Phase One-stabilization and safety, along with the knowledge to recommend one or more of the current trauma processing modalities that comprise Phase Two-processing trauma memories including, Eye Movement Desensitization & Reprocessing (EMDR), Somatic Experiencing (SE), Sensorimotor Psychotherapy, and Internal Family Systems (IFS).

Objectives

- Describe both the neuroscience of trauma and its biological nature
- Define and differentiate the following diagnoses: Simple Post Traumatic Stress Disorder, Developmental Trauma Disorder; Complex Post Traumatic Stress Disorder and Borderline Personality Disorder
- Define Janet's phase model of treatment for complex trauma, including the goals of each phase
- Demonstrate various trauma tools; mindfulness, guided imagery, EFT and meridian-based techniques to decrease client's arousal levels and modulate affect.
- Describe the current trauma processing modalities

Monday

Trauma Overview

- What is Trauma?
- Neuroscience and current trauma paradigm
- Biological nature of trauma~ fight/flight/freeze/collapse
- Porges' Polyvagal Theory
- Differentiating single incident, prolonged, complex and developmental trauma

Tuesday

Baby/Momma Trauma

- Attachment and The Adverse Childhood Experiences Study (ACE Study)
- Primer: Attachment Essentials
- Insecure Attachment Styles (Assessment and Primary Treatment Issues)
- Avoidant
- Preoccupied
- Disorganized type (Main, Hesse)
- The Adverse Childhood Experiences Study (ACE Study)~ implications for treatment

Wednesday

Janet's Tri-phasic Model Trauma Treatment:

- Stage One: Stabilization and Safety
- Assessment, Rapport, Psychoeducation
- Helping clients develop the skills to stay stable (Part One)

Thursday

Janet's Tri-phasic Model Trauma Treatment:

- Stage One: Stabilization and Safety:
- Helping clients develop the skills to stay stable (Part Two), including breathing techniques, mindfulness, EFT, yoga, and multi-sensory guided imagery

Friday

Stage Two: Processing Trauma Memories

- Assessing client readiness for processing trauma memories
- Overview of current trauma processing modalities
- Q & A
- Wrap up



Jeffrey K. Zeig, Ph.D., is the Founder and Director of the Milton H. Erickson Foundation. He has edited, co-edited, authored or coauthored more than 20 books on psychotherapy that appear in 14 foreign languages. Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, the Brief Therapy Conferences, the Couples Conferences, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. He is on the editorial board of numerous journals; a fellow of the American Psychological Association; and life fellow of the American Society of Clinical Hypnosis. He is a distinguished practitioner in the National Academy of Practice in Psychology of the National Academies of Practice. A psychologist and marriage and family therapist in private practice in Phoenix, Arizona, Dr. Zeig conducts workshops internationally (40 countries). He is president of Zeig, Tucker & Theisen, Inc., publishers in the behavioral sciences.

There's something both inspirational and humbling about watching the clinical work of master therapists like Virginia Satir, Carl Whitaker, Salvador Minuchin, and Milton Erickson. While it's tempting to think they have a unique therapeutic gift, it's even more helpful to ask, "How do they do it?" In this workshop, through demonstration and group practice, you'll expand your own creativity and expressive range as a healer as we explore core dimensions of clinical craft, including methods for intensifying emotional impact, establishing attunement, harnessing nonverbal and paraverbal methods, and incorporating hypnotic communication. You'll discover how to:

- Integrate elements of both the expressive and healing arts into your work
- Use metaphors, visual images, and theatrical techniques to a waken clients from their unadaptive trances
- Understand how the grammatical understructure both film and hypnosis offer new possibilities for helping clients access empowering resource states
- Elicit new beliefs, challenge preconceptions, and empower clients to move beyond their self-perceived limitations

Monday

Advanced Techniques of Psychotherapy I: Emotional Impact

Psychotherapy is a situation of impact. Artists, including directors, writers, painters, composers, choreographers and poets have explored using communication for emotional impact. We will study methods from these disciplines that can be applied in any school of psychotherapy to improve outcomes.

Tuesday

Advanced Techniques of Psychotherapy II: Attunement

Attunement is the foundation of empathy and rapport. We will learn how to attune to affect, behavior, cognition, attitude, linguistic, and relationship patterns – even how to attune to the preconscious associations that drive behavior. A precursor to every intervention, attunement will be described from the perspective of hypnosis, psychotherapy, and social psychology. Clinical applications will be demonstrated.

Wednesday

Advanced Techniques of Psychotherapy III: Creating Impact using Nonverbal and Paraverbal methods

Communication is composed of nonverbal, paraverbal, and contextual channels; the words only convey part of the message. We will study the effective use of prosody, proximity, gesture, expression and context, and how those aspects can be woven into the process of therapeutic communication to empower effective clinical outcomes.

Thursday

Advanced Techniques of Psychotherapy IV: Resilience, an experiential approach

Those who seek counseling can often benefit from accessing resilience, especially those who have been traumatized clients. Resilience can be accessed through experiential methods, not didactic information.

Friday

Advanced Techniques of Psychotherapy V: Therapist Sculpting: Appealing to the Eyes

Therapists and coaches can increase effectiveness by learning how to strategically use visual methods. Generative change can be facilitated by appealing to the client's eyes. A full 50% of brain functioning is dedicated to visual processing. Therapeutic concepts should be enhanced visually. We will explore a new, dramatic, experiential method that can be used for assessment and treatment.

NJ ASWB - Application has been made for 15 General CE hours.

“The overall feeling of welcome and the wealth of knowledge of presenters and attendees. The food was amazing and varied.”



Bob Anderson has dedicated his career to exploring the intersections between leadership and personal mastery, and between competence and consciousness. The creator and author of *The Leadership Circle Profile*, an integrated and innovative leadership assessment tool, Bob is a true pioneer in the field of leadership development and research. As the founder of The Leadership Circle, and co-founder of Full Circle Group, Bob lends his expertise to developing practitioners around the globe to carry

on the powerful work derived from the tools and offerings these two companies provide to leaders.

Bob's practical wisdom, humility, creativity, humor and expertise provide a rare and transformative experience for his clients. He has developed and facilitated many intensive retreats and workshops, including: *The Authentic Leader*, *Mastering Leadership*, and *Pathway to Partnership*.

Bob has a master's degree in organizational development and a bachelor's in economics and business administration and he serves on the faculty at The University of Notre Dame. He and his wife of 30 years make their home in Toledo, Ohio, and are the proud parents of three successful adult children. (See <http://masteringleadershipbook.com>)

People who are highly effective, proficient, and skilled at what they do are often honored with the title of master. Mastery in anything—from sports, to the arts, to leadership—requires a highly competent “outer game” and a highly conscious “inner game.” Effective, masterful leadership is Conscious Competence.

What seldom gets acknowledged is that the inner game runs the outer game. It is the maturity of the inner game that mediates and manages the outer game. Most of our efforts to develop mastery in leadership focus on the outer game of competence and very little on the inner game of consciousness. Until our efforts take a more unified, balanced approach, one that simultaneously involves both the inner and outer game (consciousness and competence), we will fall short in our efforts to develop leaders for the future at the pace required.

Consciousness and performance—personal, organizational, and systemic—are fundamentally connected. The organization will be structured and perform at the predominant level of consciousness of its leadership. If we want higher-order performance, individually and organizationally, consciousness must be restructured.

The good news is that the structure of mind can evolve throughout the lifespan. Consciousness, like an operating system, can be restructured for higher performance in the face of higher complexity. Research has mapped out the

trajectory of adult development—how consciousness structures itself at one level of mind and then restructures itself into the next higher-order structure, and the next, and the next. Each new higher-order structure ushers in enhanced capacity, in which more—much more—becomes possible.

This workshop will provide a powerful leadership development experience for both those seeking to improve their own organizations and those serving clients as organizational development consultants, coaches, and therapists. It will introduce you to a unified model of leadership that integrates most of the best theory and research to emerge over the past 50 years in the fields of leadership, psychology, human potential, and even spirituality. At the core of this model are the Stages of Adult Development frameworks that are just now finding their way into our approaches to leadership effectiveness.

The workshop will include a self-assessment using the Leadership Circle Profile, which provides personal insight through the lens of the Unified Model. It will introduce five leadership practices (listed in the outline below) that will reliably boot up higher-level leadership.

Monday

Introduction of the Conscious Leadership Framework
Stages of Adult and Leadership Development
Reactive and Creative Structures of Mind

Tuesday

The Leadership Circle Profile Assessment
The Unified Model of Leadership
Your Profile Results

Wednesday

Practice 1: Working with Underlying Self-Limiting Beliefs

Thursday

Practice 2: Developing Intuition to Balance Reason
Practice 3: Discerning Personal Purpose
Practice 4: Distilling your Leadership Vision

Friday

Authenticity
Practice 5: Courageous Conversation
Legacy

NJ ASWB - Application has been made for 15 General CE hours.



Jonah Paquette, Psy.D., is a licensed clinical psychologist, speaker, and author. He is the author of *Real Happiness: Proven Paths for Contentment, Peace, and Well-Being* (PESI Publishing, 2015), a research-based self-help book in which he distills the key findings in the fields of happiness, and offers user-friendly tools to achieve lasting well-being. His second book, *Choosing Happiness*, is set to be released in 2017. Dr. Paquette is a staff psychologist

for Kaiser Permanente in the San Francisco Bay Area, where he conducts group and individual psychotherapy, performs crisis evaluations, and serves as the Training Director for an APA-Accredited postdoctoral residency program.

In addition to his clinical work and writing, Dr. Paquette offers training and consultation to therapists and organizations on the promotion of happiness and conducts professional workshops around the country. He is also a frequent media contributor, having been featured regularly in print, online, and radio outlets. Dr. Paquette's clinical experiences have spanned a broad range of settings, including Veterans hospitals, community mental health clinics, college counseling centers, and his current work at Kaiser Permanente. He has a passion for imparting the key findings related to happiness and wellbeing with a broader audience, and he is honored to share these with you.

Although the field of clinical psychology has traditionally aimed to “fix what’s wrong,” the newer sub-field of positive psychology instead helps us to “build what’s strong.” In this experiential seminar, participants will learn about the nature of happiness, and discover how positive psychology can help us to increase happiness both in ourselves and in our clients in a powerful way.

For most individuals, the desire to be happy is universal and ubiquitous. Indeed, numerous surveys around the world, spanning various cultures, have found that personal happiness ranks at the top of what people want most in life. And yet despite the importance we place on it, many individuals find lasting well-being to be frustratingly elusive. In fact, some studies suggest that rates of personal happiness may even be declining in recent years.

Whereas the question of happiness has historically been left to fields like philosophy and theology, the past decade has witnessed an explosion of research offering evidence-based findings in the areas of happiness and well-being. Positive psychology has shed newfound light on the pursuit of happiness, and offers clinicians a valuable supplement to traditional approaches in their work with clients.

In this seminar, participants will explore what it means to be happy, why happiness is so important, and why it can often feel so hard to come by. We

will then explore 10 research-based principles for lasting well-being, drawing from positive psychology, mindfulness-based approaches, and cutting-edge neuroscience. In addition, we will introduce and put into practice over 50 evidence-based tools and techniques that can easily be implemented into clinical practice.

Through discussion, lecture, clinical vignettes, and small group work, you will learn to harness these breakthrough findings and transform your clinical work.

Monday

- Happiness: What is it really, and why does it matter?
- It's good to be happy: The impact of personal well-being on health, longevity, and career success
- Roadblocks to happiness: Why is well-being so elusive?
- Principle 1: Gratitude

Tuesday

- Principle 2: Kindness and Altruism
- Principle 3: Mindfulness
- Principle 4: Self-Compassion

Wednesday

- Principle 5: Connection
- Principle 6: Optimism
- Principle 7: Forgiveness

Thursday

- Principle 8: Savoring
- Principle 9: Harnessing Strengths
- Principle 10: Finding Flow

Friday

- Additional concepts of note
- Applying positive psychological interventions to clinical populations
- Making it stick: Creating a Happiness Maintenance Plan

Approved for 15 Clinical hours by NJ ASWB

"Instructors are always superior, the break time is ideal, and the people who work here smile. I look forward to this every year."



Natasha Prenn, LCSW, is a psychotherapist, speaker, educator, author and life coach. As a senior faculty member of the AEDP Institute (Accelerated Experiential Dynamic Psychotherapy), she pioneered the AEDP Essential and Advanced Skills Courses, and is well known as a trainer of therapists across the U.S. and abroad. Natasha, an engaging presenter, is noted for her ability to translate AEDP theory into user-friendly steps, and for her enthusiastic belief that the mechanisms of the magic of experiential-dynamic work are teachable and therefore learnable skills. Her obsession with languaging interventions and skills training has led to her co-authoring a monograph for APA: *Supervision Essentials for Accelerated Experiential Dynamic Psychotherapy*. This book is filled with practical skills to wield the power of AEDP's theory and practice into psychotherapy supervision. In addition to her work with individuals and couples, Natasha offers individual and group AEDP supervision. She is a founding editor of *Transformation: The AEDP Journal*, and she is currently writing the *AEDP Skills Manual*. Some of her papers are available on the AEDP website.

Accelerated Experiential Dynamic Psychotherapy is a transformation-based, healing-oriented model of therapy. It integrates and uses to clinical advantage all we now know about neuroplasticity, mother-infant research, dyadic resonance, developmental models, transformational studies, body-focused treatments, and attachment research and theory. AEDP fills the longstanding gap between theory and clinical practice: It explicates how to engender secure attachment in our different therapeutic dyads with specific intervention strategies for expanding self-self attachment and self-other relational capacities.

To practitioners first discovering AEDP it can look deceptively easy and almost magical. AEDP is in many ways a natural, instinctual way of working, and yet it is not magic, it is not easy. It is rather a rigorous treatment modality with very specific skills, interventions, sequences of interventions, and maps that translate AEDP theory into how to work with AEDP clinically.

Appropriate for both those new to AEDP and those with experience, this workshop will be a nuts-and-bolts dig into how to do AEDP. Inside the magic, there is a clear and recognizable structure, the bones of AEDP. We will practice the language of actual interventions, the steps and sequences that allow the work to flow, and the maps and protocols that inform our decision-making. We will unpack how to facilitate the different dyadic change processes that are central to AEDP.

Natasha is well known for her “how-to” workshops. She will use a balance of videotape, practice exercises, and user-friendly course materials to make AEDP’s complexity simple and practical. You will head back to work armed with immediately applicable clinical interventions and a framework for the different interventions you may already be using.

Monday

See Me, Feel Me

Moment-to-moment tracking, the AEDP Protocol, entry points, experiential language

Tuesday

I Second that Emotion

Self-disclosure and its metaprocessing

Wednesday

What’s Love Got To Do with It?

Dyadic change processes: receiving, receptivity, or, more simply put, “Can you take it in?”

Thursday

Oh, Won’t You Stay Just a Little Bit Longer

Anxiety regulation, working with defenses, intrapsychic and interpersonal

Friday

Celebrate Good Times

“We did it,” privileging the positive, acknowledging mastery and success, metatherapeutic processing: usually an endpoint, a starting point in AEDP

NJ ASWB - Application has been made for 15 General CE hours.

The Nuts and Bolts of AEDP: Translating Theory into Clinical Practice



Continuing Education

Full attendance is required to meet the standards of accrediting organizations. CE credits are distributed at the end of the course. All courses are open and suitable for all clinicians, beginning, intermediate and advanced unless otherwise noted.

Psychologists. Professional Learning Network, LLC is approved by the American Psychological Association to sponsor continuing education for psychologists. Professional Learning Network, LLC maintains responsibility for this program and its content. Each program is offered for 15 credit hours.

Counselors. Professional Learning Network, LLC is a National Board of Certified Counselors Approved CE Provider (ACEP) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Click here prior to registration to ascertain if we are authorized to offer approved clock hours for a course you intend to attend. The ACEP is solely responsible for all aspects of the program. Programs are offered for 15 clock hours. Provider #6182.

Social Workers. Professional Learning Network, LLC (PLN), Cape Cod Institute (Provider 1197) Is approved as a provider for social work continuing education by the Association of Social Work Board (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) Program. Professional Learning Network maintains responsibility for the program. ASWB Approval Period: 8/20/2016- 8/20/2019. Social workers participating in these courses will receive 15 continuing education clock hours. Social workers should contact their regulatory board to determine course approval. The ASWB ACE program provides approval for many states SW boards. However, each state board does have its own regulation. The ASWB ACE website suggest this link to check state boards <https://www.datapathdesign.com/ASWB/LR/Prod/cgi-bin/LawBoardWebsiteDSWBDDL.dll/NewLAWBoards> Full attendance and sign in/sign out is required. Participants must complete an evaluation in order to receive CE credits. CE credits are distributed at the end of the course.

NJ Social Workers. Some courses are approved for New Jersey ASWB CE, from 5/11/16-5/11/18. Application has been made to others. Please individual course page for details. Full attendance and sign in/sign out is required. Participants must complete an evaluation in order to receive CE credits. CE credits are distributed at the end of the course.

NYS Social Workers. Professional Learning Network, LLC (Cape Cod Institute) SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0059. Courses are offered for 15 credit hours.

Marriage and Family Therapists. Professional Learning Network, LLC Application has been made to Massachusetts Association for Marriage & Family Therapy Inc. Continuing Education Program for 15 professional continuing education hours.

Physicians. This activity has been planned and implemented in accordance with the Essentials and Standards of the ACCME through the sponsorship of The Milton H. Erickson Foundation, Inc. The Milton H. Erickson Foundation, Inc. is accredited by the ACCME to provide continuing medical education for physicians. The Milton Erickson Foundation, Inc. designates this educational activity for a maximum number of 15 AMA PRA category 1 Credits™. Physicians should only claim credits commensurate with the extent of their participation in the activity.

Nurses/Nurse Practitioners/Clinical Nurse Specialists. This activity meets the criteria for 15 American Nurses Credentialing Center (ANCC) category one continuing education hours as sponsored by The Milton H. Erickson Foundation, Inc. which is accredited by the ACCME to provide continuing medical education for physicians. These programs meet the requirements for 18 contact hours for nurses, as specified by the Massachusetts Board of Registration in Nursing-244 CMR 5.04.

Coaches. All courses are eligible for CCE Resource Development credit by ICF Continuing Coach Education (CCE). Selected courses will offer core CCEUs. **Consult www.cape.org/credit.html prior to registration.**

Educators. Educators in MA are eligible for 15 Professional Development Points (PDPs) for each program attended. Professional Learning Network, LLC, is a registered provider of professional development for educators in Massachusetts. For eligibility information contact your state certifying authority.

Tuition

Payment must accompany registration form. Tuition is \$599 for one course (\$549 if received prior to March 1) and \$450 for each additional course attended by the same person. There is a \$25 fee for onsite registration. Full-time graduate students and resident physicians must submit documentation from their institutions to qualify for reduced tuition of \$499. Refund requests must be received in writing two weeks prior to a course. There is a \$75 per course charge for cancellation.

Travel

All sessions are held in the National Seashore at the Nauset School at 100 Cable Road, Eastham, Massachusetts. Eastham is a 2-hour drive from Boston or Providence (expect traffic delays on Saturday). There are frequent scheduled flights from Boston or Providence to Hyannis, a 40-minute drive to Eastham. A car is needed for full access to Cape Cod. See www.cape.org for more travel information.

Lodging

Participants are responsible for their own lodging. Many participants choose housing on the basis of price and nearness to the Institute. You will find housing of all types and at a range of prices close to the Institute.

The Institute is held in the town of Eastham, which is a short drive from the adjoining towns of Orleans and Wellfleet, not far from Truro and Brewster, and within reach of Chatham and Provincetown. Our section of Cape Cod contains more unspoiled wilderness and less commercial development than other parts of the Cape, because it is regulated by the National Park Service. Large luxury hotels may be farther afield, but Atlantic surf, calm Bay waters and freshwater ponds are all within a few minutes' drive.

Houses/Cottages Those who rent a house or cottage generally give high ratings to their choices. Martie Cunningham of Peters Real Estate (508-255-2329) has found housing at all price levels for many participants in previous years. Among cottage colonies, Cranberry Cottages received favorable ratings.

Small Lodging Places The following received favorable ratings: Midway Motel & Cottages, Nauset House Inn, Inn At the Oaks, Parsonage Inn, and Ships Knees Inn.

Motels There are several large and affordable motels nearby, including the Captain's Quarters (800-327-7769) and Even'tide Motel (800-368-0007), which received favorable ratings.

The following establishments received high ratings from those who attended in 2016:

Cranberry Cottages	www.capecranberrycottages.com
Captain's Quarters	800-327-7769 www.mycaptainsquarters.com
Even'tide Motel	800-368-0007 www.eventidemotel.com
Midway Motel & Cottages	800-755-3117 www.midwaymotel.com
Nauset House Inn	800-771-5508 www.nausethouseinn.com
Parsonage Inn	508-255-8217 www.parsonageinn.com
Ships Knees Inn	888-744-7756 www.shipskneesinn.com

Essentials

A summer-long series of week-long courses. **All courses are held at the Nauset Regional School, 100 Cable Road, Eastham, Massachusetts.**

- Check-in: 8:00-8:30 Monday morning
- Sessions: weekday mornings from 9:00 until 12:15
- Location: Cape Cod, Massachusetts
- Mid-morning snack: dazzling
- Summer Guide: fact-filled 2017 Cape Cod Institute Guide provided on site
- Optional events: whale watch, nature walk, special WHAT theatre evening, others
- Optional afternoon study groups
- Informal dress: at the Institute and everywhere on Cape Cod
- Temperature: varies indoors and out - dress in layers
- WIFI: access onsite
- Child Care information:
Cape Cod Children's Place 508-240-3310
Timbernook Cape Cod 508-681-5278
- Accommodation for ADA special needs: call us at 888-394-9293
- Multidisciplinary participation encouraged!



Program Location

Nauset Regional School
100 Cable Road
Eastham, Massachusetts

Visit www.cape.org for:

- more lodging choices
- further information
- online registration

Connect with us!

...and bring your friends.



Administrative Office

Professional Learning Network, LLC
270 Greenwich Avenue
Greenwich, CT 06830
Phone: 888-394-9293 or 203-422-0535
Fax: 203-629-6048
Email: institute@cape.org

Cover Art

Carol Whorf Westcott, *Heritage Museum* (detail)
PAAM Collection, gift of Dorothy E. Cook

Professional Learning Network, LLC, and its cosponsors are not responsible for any statements, acts, material or omissions by faculty or participants. The registrant agrees that any dispute shall be resolved by arbitration in the State of Connecticut pursuant to the rules of the American Arbitration Association. Pets are not permitted except for service/disability animals. The use of recording equipment, beepers and cell phones is not permitted. "Cape Cod Institute" is a registered trademark of Professional Learning Network, LLC.

Registration Form

- Johnston June 19-23
- Kort June 19-23
- Plummer June 26-30
- Graham June 26-30
- Naiman June 26-30
- van der Kolk July 3-7
- Frederick July 3-7
- Foxman July 3-7
- Faller July 10-14
- Ogden July 10-14
- Joiner/Whitestone July 10-14
- Forsyth July 17-21
- Weintraub/Mackay July 17-21
- McCloskey July 17-21

- Sachs July 24-28
- Schwartz July 24-28
- Austin July 24-28
- Bush July 31-August 4
- Porges July 31-August 4
- Korn July 31-August 4
- Hallowell August 7-11
- Fisher August 7-11
- Schwarz August 7-11
- Curran August 14-18
- Zeig August 14-18
- Anderson August 14-18
- Paquette August 21-25
- Prenn August 21-25

Name _____ Degree _____

(please print)

Address _____

City _____ State _____ Zip _____

E-Mail _____ Phone _____

Profession:

- | | | |
|--|--|--|
| <input type="checkbox"/> HR/OD/Management | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> K-12Teach/Admin/MHpro | <input type="checkbox"/> Psychiatrist | <input type="checkbox"/> Other Health Profession |
| <input type="checkbox"/> Marriage/Family Therapist | <input type="checkbox"/> Other Physician | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Social Worker | |

Check box if you have previously attended the Cape Cod Institute

\$599 for one course (**\$549** prior to March 1) and **\$450** for each additional course attended by the same person. **\$499** for Full-time Graduate Students and Resident Physicians. There is a \$25 fee for on-site registration.

Enclosed is a check for \$ _____

Charge my credit card: Mastercard VISA American Express

Card # _____ exp. date _____
month/year

Signature _____

Make check payable and mail to:

Professional Learning Network, LLC
270 Greenwich Avenue
Greenwich, CT 06830
or fax to 203-629-6048
or register online at www.cape.org

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270 Greenwich Avenue
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June 19 - August 25, 2017

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and management professionals

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